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ABSTRACT

This guide is designed as a resource for (1) Oklahoma teachers, counselors, and parents, to help them help their students prepare for the ACT assessment; and (2) students, to help dispel some common myths and misunderstandings as they prepare for the test. Section A, for administrators, teachers, counselors, Indian program staffs, and Johnson-O-Malley parent committees considers basic premises about test preparation, the objectives of preparation activities, how to help students prepare for the ACT, and how to address test anxiety. Section B illustrates some common misconceptions that students hold about the test. Section C contains test-preparation materials and the structure for a self-initiated, self-directed ACT-preparation plan. Section D contains a series of fact sheets that are useful for anyone involved in test preparation. Materials in Section E, "Resources," are designed to help students and their parents find currently available test-preparation resources. Eight commercial publications, ACT-prepared materials, university-based preparation programs, school-based programs, and Oklahoma Indian Tribal Higher Education Offices are listed. (SLD)

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Parents

TOGETHER

A Resource Guide for ACT Preparation

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Oklahoma State Department of Education

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TM

Students
Teachers
Counselors
Parents

GET YOUR ACT TOGETHER

A Resource Guide
for ACT Preparation

Oklahoma State Department of Education
Sandy Garrett, State Superintendent of Public Instruction

Oklahoma City, Oklahoma
1983
Reprinted 1985
Revised 1992

FOREWORD

We are pleased to present this updated edition of *Get Your ACT Together*, a guide for parents, teachers and counselors concerned with student performance on the ACT. Because the ACT is widely used by Oklahoma colleges and universities as a prime admissions criterion, this publication can help you better prepare your students for one of the most important tests they will ever take.

Of course there is no substitute for a solid academic background as students approach ACT day. The research is overwhelming: students who take core courses and do well in school over a period of years are best prepared for the ACT and other college admissions exams. But there are ways to help even the best-prepared student gain that extra edge, and the ideas contained in this guide can help.

From review hints to ways to reduce pre-test anxiety, *Get Your ACT Together* is a valuable resource for secondary school teachers and counselors, and for the students they seek to help. I hope your students do well on the ACT, and that this book contributes to that success.

Sandy Garrett
State Superintendent of Public Instruction
Secretary of Education

TM

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Sandy Garrett
State Superintendent of Public Instruction

Hugh McCrabb, Deputy Superintendent
School Improvement/Standards

Pete Beaver, Coordinator
Indian Education Section

Janis Imotichey, Coordinator
Indian Education Section

J. C. Smith, Coordinator
Multicultural Equity/Counseling Programs

Gary M. Lavergne, Assistant Director
ACT Assessment Services, Southwest Region

Developed By:
Indian Education Section
Oklahoma State Department of Education

Institute for Employment and Career Planning/American Indian Institute
College of Continuing Education, The University of Oklahoma
Barbara Laquer and Gary Kramer, Principal Developers, 1983

1992 Revision By:
Ron West, Senior Program Development Specialist
Institute for Employment and Career Planning

Barbara Laquer, Senior Program Development Specialist
American Indian Institute

Cartoon Art By:
Daniel Lawler
Norman High School Senior

Funded By:
Johnson-O'Malley Contract

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Inquiries regarding this publication should be addressed to the Indian Education Section, Oklahoma State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105-4599.

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Section A

ACT's Beliefs About Test Preparation

Objectives of Test Preparation Activities

Helping Students Prepare for the ACT

Test Anxiety

GET YOUR ACT TOGETHER

The materials in this section are designed to assist school administrators, counselors and teachers, Indian program staffs and counselors, and Johnson-O-Malley parent committees in their efforts to help students prepare to take the ACT assessment. It includes a concise summary of the American College Testing Program's position related to the potential value of ACT coaching and preparation efforts. It contains a section of ideas and strategies that may be helpful in the design and implementation of an ACT preparation program. And it addresses the phenomenon of test anxiety and suggests ways in which students can lessen or eliminate the effects of stress during test taking. Use the information in this section to help you form a philosophical base upon which you can design an ACT preparation that meets the needs of your students.

ACT'S BELIEFS ABOUT TEST PREPARATION

The usefulness of test preparation activities depends on the goals of the preparation activities, the approach taken to accomplish these goals, and the students' educational backgrounds. There is no substitute for sound academic preparation.

The most important prerequisite for optimum performance by students on the ACT tests is a sound, comprehensive educational program. ACT believes, however, that selected test preparation efforts, can be beneficial to students. ACT considers such efforts as supplements to, rather than substitutes for, sound academic preparation.

The ACT tests are designed to measure important knowledge and skills that students have developed over a period of many years. All four of the ACT tests -- English, Mathematics, Reading, and Science Reasoning -- are curriculum-based. The four tests assess the students' skill in applying the content knowledge and reasoning skills acquired in their coursework to materials like those they will encounter in postsecondary education.

Preparation Activities

Because the ACT tests are based on the curriculum in four major areas, ACT believes that the most effective preparation for students who want to score well on the tests is to apply themselves fully to the learning activities provided as part of their school's program. Students' performances on the ACT tests may also be improved, however, if they take specific steps to prepare for the tests. These steps fall into two major categories of test preparation activities: (1) those aimed at improving test-taking skills that are not directly related to the scope and content of the tests and (2) those that involve review and/or instruction in the knowledge and skills measured by the tests.

Test preparation activities of the first type -- improving test-taking skills -- are likely to be most helpful to those students who have had little experience in taking standardized tests or who are not familiar with the format of the ACT tests. Students are more likely to perform at their best on a test if they are comfortable with the test format, know

appropriate test-taking strategies, and are aware of the test administration procedures. In this way, extraneous factors that might adversely affect a student's performance on the ACT tests can be minimized.

Test preparation activities of the second type -- instruction in the knowledge and skills measured by the ACT tests -- range from a short-term review of the content covered by the ACT tests to extensive instruction over many weeks or months. The effectiveness of short-term preparation, frequently referred to as "cramming," depends on how recently students have received instruction in the knowledge and skills being tested. For example, high school students who have not taken mathematics courses for one or two years may benefit either from an intensive short-term review of the mathematics previously learned or from a longer-term systematic review of mathematics. If the review helps these students recall the knowledge and skills they have previously learned, then the students will perform better and the ACT tests will provide a better indication of their levels of achievement. Such review, however, will likely be of little or no value to students who have had continuous exposure to mathematics throughout their high school program or to students who have never taken the necessary coursework. This latter group of students will likely benefit from more intensive instruction in the content area.

Long-term test preparation is best provided through high school coursework in the areas measured by the ACT tests. Because the ACT tests are designed to measure the level of educational development of students at the time they take the tests, the ACT tests are sensitive to students' learning throughout their high school educational programs. Thus, to the extent that the ACT tests and the students' academic preparation emphasize the same knowledge and skills and the academic preparation increases students' knowledge, then students are likely to score higher on the ACT tests. Increases in ACT test scores due to long-term instruction are consistent with ACT's intention that the tests be sensitive to students' learning.

The usefulness of test preparation activities, then, depends on the objectives of the activities, the approach taken, and the students' educational backgrounds. Test preparation activities that are designed to help students develop test-taking strategies or to increase familiarity with how the ACT tests are administered may be useful if students are inexperienced in taking standardized tests. Short-term test preparation programs that

emphasize the review and recollection of information previously learned may be helpful to students if considerable time has elapsed since students completed coursework that covers the content of the ACT tests. Long-term instructional programs may be helpful to students who have not taken the appropriate coursework. All students are likely to profit from the activities designed to increase student motivation to do well on the ACT tests.

[Excerpted from the ACT Assessment Test Preparation Reference Manual for Teachers and Counselors.]

OBJECTIVES OF TEST PREPARATION ACTIVITIES

Test preparation should be guided by objectives so that appropriate activities can be selected to meet the needs of particular students.

ACT believes that all test preparation efforts should have a clear focus or objective. Without a clear idea of the purpose of test preparation activities, teachers and counselors will not be effective in emphasizing appropriate topics. Each of these objectives is briefly described so that teachers and counselors can select the objectives that relate most directly to the needs of their students.

Not all of the objectives and associated activities presented in this manual will necessarily be appropriate for all students. Teachers and counselors should first identify the students in need of test preparation assistance and the type of assistance needed by these students (i.e., the objectives of test preparation). It is possible that teachers and counselors may want to provide a comprehensive test preparation program covering all five objectives for some students, and a more specialized program covering specific objectives for other students. Thus, it is important that, when planning a test preparation program, teachers and counselors identify the students in need of test preparation and the objectives of such activities.

OBJECTIVE 1: To increase motivation to do well on the ACT tests.

Student motivation is a major determinant of the level of effort students invest in preparing for the ACT tests as well as the seriousness with which they approach the actual testing session. In fact, the effectiveness of any test preparation program will be directly related to the level of student motivation, both individually and collectively.

OBJECTIVE 2: To increase familiarity with general test-taking strategies.

Taking a standardized test can be a significant source of anxiety for students. This anxiety can arise from a number of sources, but a significant one is lack of

knowledge about how to take a standardized test. The purpose of this objective is to familiarize students with such test-taking strategies as using time effectively, understanding the directions for the ACT tests, reading each question carefully, responding to the questions, reviewing answers, marking the answer sheet, and preparing for the day of the test.

OBJECTIVE 3: To increase familiarity with specific test-taking strategies.

In addition to general test-taking strategies, there are also strategies that are particular to the types of questions contained in the ACT tests. These strategies pertain to the specific types of questions in each of the ACT tests and are intended to help students develop an approach to these questions.

OBJECTIVE 4: To increase familiarity with the content and the types of questions included in the ACT tests.

Another significant source of anxiety is lack of information about the knowledge and skills each test will cover and the types of questions in the tests. It is important that students be aware of the content of the ACT tests, the skills measured in each test, and the types of questions in the tests.

OBJECTIVE 5: To understand how the ACT tests are administered.

Students often are uneasy about what will happen on the day of the test -- the procedures to be followed, directions to be given, and the overall schedule for the administration of the ACT tests. To help students know what to expect on the day of the test, provide an overview of the test day procedures.

All of these objectives are intended to reduce student anxiety by increasing familiarity with the test and testing procedures. The activities are merely suggestions and are not meant to be prescriptive of a test preparation program. The objectives of a test preparation program and the associated activities must clearly be determined at an individual school or district level. Teachers and counselors should plan the activities they feel are most responsive to the test preparation needs of their students.

[Excerpted from the ACT Assessment Test Preparation Reference Manual for Teachers and Counselors.]

HELPING STUDENTS PREPARE FOR THE ACT

Some high school students understand what the ACT is all about and know whether or not taking it will be important to their future college and career-related plans. However, most high school students need assistance in coming to terms with what they are going to do after graduating from high school. Students planning to go to college, and students at least considering the possibility of further schooling, need systematic career and vocational guidance throughout their high school years. The ACT Assessment can help students make important decisions.

One activity of the high school guidance program should be in helping students prepare to take college admissions tests. Students planning on applying to colleges, junior colleges, vocational schools, or universities requiring the ACT Assessment, need to be familiarized with all aspects of this particular examination ahead of time, assisted in making application to take the ACT, guided into individual and/or group activities which will help prepare them for the ACT, and assisted on the days leading up to and on the day of the ACT.

There are many ways that Johnson-O'Malley parent committees, Title V-C Indian education staffs and counselors, high school guidance counselors, parents, and teachers can help students prepare to do their best on the ACT Assessment. Some ideas that you as educators might want to consider:

- Don't wait until students are juniors and seniors in high school before making them aware of the ACT and helping them realize whether or not they will have to take the ACT Assessment, in light of their future plans. Beginning in the eighth grade, inform students as to what many of them will be facing on down the road. As a matter of fact, students could be given fairly detailed information about what the ACT covers so that, in succeeding years while taking their high school courses, they will realize the importance of what they are studying. ACT's eighth grade assessment program, EXPLORE, is an ideal instrument for beginning the planning process. During the tenth grade, ACT's PLAN Assessment will provide

students, parents, counselors and the school with valuable information to continue the decision making process. By gradually preparing students to meet this responsibility, you will also be setting the stage for them to do the best possible job on the ACT when the time to take this examination finally comes. (The chart on page 10 is designed to show an interrelated sequence of assessments that measure student development through the ACT Educational Planning and Assessment System.)

- Johnson-O'Malley and/or Title V-C Indian education programs might, after exploring what ACT student preparation materials are already available in their high school, purchase a variety of supplementary ACT practice/preparation resource materials that can be made available to Indian students.

- Junior high, middle school and high school faculty (especially those responsible for teaching English, mathematics, social studies, and natural sciences courses) may find it valuable to review the results of your EXPLORE-tested eighth graders, and systematically review the subject matter content and specific skills of the PLAN assessment and the ACT assessment achievement test. Then, review your school's curriculum to determine whether or not your students are currently being given ample opportunities to learn this subject matter and to practice these skills. Take some steps to augment and enrich your curriculum, if necessary, so that the students in your high school will not be penalized for not knowing things that most students across the country are taught.

This is not to suggest that the ACT (or any other achievement test) should in any way "direct" or "lead" your curriculum. However, for example, if students taking the ACT are expected to be able to interpret charts and graphs -- but are never taught how to do this and given practice in doing this at your high school -- blending some chart and graph work into a variety of your high school courses will remedy this situation.

- Throughout their high school years, provide tutorials for students (either individually or in small groups) in support of their academic achievement.

- Facilitate the development of student study groups, in advance of the ACT, which will concentrate on systematically reviewing and practicing skills related to English

usage, mathematics usage, and the reading and interpretation of social studies and natural sciences materials.

- Provide opportunities for individual students to take one or more practice ACT exams. Help students score and interpret their practice examinations and review the questions/problems they missed. After determining their strengths and weaknesses, assist them in developing individual plans of action designed to concentrate on areas in need of improvement.

- Do everything you can to encourage students to read on a regular basis. Reading is a crucial part of all of the ACT tests. Students who love to read tend to be good readers. Good readers tend to do well on exams and in college.

This emphasis on reading should be started in the elementary school years, continue through the junior high and middle school years, and be the norm at the high school level. Students who do not read frequently and who do not learn important reading comprehension skills rarely learn how to read well. Tracking the performance of reading skills required by the ACT can easily be done if the ACT EXPLORE was taken in the eighth grade and the ACT PLAN in the tenth grade. If students don't know how to read well, they will probably experience difficulties with some of their high school courses, score poorly on the ACT and other standardized examinations, and have a terrible time making the grade in college.

- Consider developing a school-based ACT preparation program at your high school. (Some examples of Oklahoma school-based programs, already in operation, are described on pages 69-70 of this guide.) Such a program should be designed to help students get ready to take the ACT through providing a systematic review of important skills and content areas. It should also familiarize your students with the format and test-taking procedures of the ACT.

- In the months before the ACT, have a group of students take a practice ACT examination under simulated actual testing conditions. Based on their scores, form study groups to concentrate on reviewing/studying areas of weakness.

ACT Educational Planning and Assessment System
(Secondary Level)

The comprehensive EPAS system gives educators at the middle-school and secondary-school levels a powerful, interrelated sequence of assessments to measure student development. The chart shows how the secondary-level EPAS components are developmentally and conceptually linked.

	EXPLORE	PLAN	ACT	WORK KEYS
Grade Level	8	10	12	
School Uses	Structure high school educational planning and career exploration for students and parents	Provide basis for post-high school educational and career planning for students and parents	Facilitate student post-secondary planning and transition	Facilitate student planning for and transition into the workplace
	Provide baseline for monitoring students' progress on academic skill development	Monitor students' progress on academic skill development	Monitor students' progress on academic skill development	Monitor students' progress in attaining workplace skills
	Provide baseline for assessing instructional outcomes in selected academic skills	Provide measure for assessing instructional outcomes in selected academic skills	Provide final measure for assessing instructional outcomes in selected academic skills	Provide outcomes measures to assist students in seeking and securing employment
Academic Assessment	English Mathematics (using calculator) Reading Science Reasoning Optional Writing Sample	English Mathematics Reading Science Reasoning	English Mathematics Reading Science Reasoning	Listening and Writing Applied Mathematics (using calculator) Reading for Information Under Development: (Applied Technology, Ability to Learn, Locating Information, Observing and Speaking, Motivation)
Other Components	Biographical Data Interest Inventory Needs Assessment Study Skills Checklist	Biographical Data Interest Inventory Needs Assessment Study Skills Assessment	Biographical Data Interest Inventory Needs Assessment High School Course/ Grade Information	Biographical Data Employment Information

For additional information, contact: ACT Southwest Regional Office, 8303 MoPac Expressway North, Suite 228, Austin, Texas 78759-8369; telephone: (512) 345-1949.

Talk to groups of students about "test anxiety" and have them share how they feel when taking tests. Discuss techniques for controlling unproductive feelings of anxiety during test-taking situations. Frequently when students realize that they are not the only ones experiencing anxiety in certain situations, they feel more empowered to overcome and conquer this anxiety.

- Title V-C and Johnson-O'Malley Indian education programs could become sensitive to the situations of certain students who will have difficulty paying the ACT Assessment fee. There are several ways that assistance might be provided to such students.

The American College Testing program seeks in two ways to assist students who have exceptional financial need. First, ACT provides services to already established educational programs for such students, for example, Upward Bound. Secondly, ACT provides a limited number of individual fee waivers for students who wish to take the ACT Assessment and who qualify as being seriously economically disadvantaged.

In order to be considered by ACT, each request for fee waiver must be in the form of a written recommendation from an appropriate official such as a school counselor, department head, class sponsor, or principal. A separate recommendation must be written for each student requesting a fee waiver. The recommendation should explain the reasons for the request, substantiate the individual circumstances, and indicate that alternative funds are not available in the community. The request should be written on institution or agency letterhead and must be submitted along with the student's completed ACT registration folder.

Monies for financially needy students could be provided at the local community level. Or, if such monies cannot be raised, recommendations for fee waiver consideration should be developed for students to send along with their ACT registration folders.

- Plan and conduct some student debriefing sessions. After a group of your students has taken the ACT, bring them together to discuss this experience with another group of students who will soon be taking the ACT themselves. Encourage good group discussions and the sharing of student test-taking experiences. ACT has available, at no cost, a set of interpretive graphics which could support and enhance

this type of activity.

- Help your students plan ahead for the big day when they will be taking their ACT Assessment. Through knowing the colleges, universities, junior colleges, nursing schools, and/or technical schools to which a student plans to apply, you will be able to help them find out if any of these institutions require the ACT as part of its admission process.

Assist students who will need to take the ACT in discovering the admission application deadlines of those schools to which they will be making application. In light of these dates and/or scholarship application deadlines, help students decide when will be the best time for them to take the ACT. The school counselor will know the exact dates when the ACT will be given (five times during each school year). Also, be sure to check these dates against your school calendar (Is there a big ball game that day? Is the senior prom the night before the ACT? etc.) All of these factors need to be considered when selecting the date.

Closer to the date of the ACT, you might also assist working students in making arrangements to get excused from work the night before and the day of the exam.

- In the days immediately leading up to and on the day of the ACT, there are other ways you can assist your students who will be taking the exam. If you have a group of students who will be taking the ACT and the ACT will not be given in your hometown, you might consider providing transportation to the ACT test center for them -- using a school bus, a van, or a car caravan. You might even give each student a phone call at home early on the morning of the examination day, just to make sure that everybody is up and about.

If one or several adults accompany the group to the ACT test center, you could either provide lunch for students after they've finished the exam or have them bring their lunches and have a picnic together before heading home. It might also be good for you to prepare an "emergency kit" which would be available to the students in your group. Such a kit might contain extra pencils, some fruit (for energy at the break time), change (for students needing to break dollar bills for vending machines), safety pins, a box of tissues, a first aid kit, aspirins, etc.)

By taking care of these logistical details, your students will be able to concentrate solely on making the highest scores possible on the ACT. And should something go wrong, or a student experiences some kind of real difficulty, you will be available to mediate the situation.

TEST ANXIETY

Many, if not most, students feel anxious before taking a test like the ACT Assessment. So "test anxiety" is normal and shouldn't be worried about too much. A little anxiety can actually increase your mental alertness and energy level -- therefore improving your performance. However, extreme anxiety can interfere with your work on a test.

Your anxiety level can best be controlled if you know ahead of time what will happen during the ACT testing session, you are aware of what the content of the tests will likely be, and you make up your mind to be as comfortable as possible during the testing session. To help yourself reduce anxiety, become familiar with the content and format of the ACT tests and thoroughly review what will happen on the Saturday morning of the test. It is a very good idea to take one or more ACT sample tests for practice. This will help you become familiar with the content on the tests and with the time limits you will be working under.

Don't wait until the last minute to try to find out some information about the ACT Assessment!! Also, don't expect the items on the actual tests to be identical to the ones on the sample test(s) you took for practice. The topics covered on the form of the ACT administered to you on the actual test day will vary somewhat from the topics covered in the sample tests.

On the big day, plan to get to your assigned test center promptly and with time to spare. Worrying about arriving late may tend to make you nervous and jittery.

Once you are admitted into the testing room, make a conscious effort to relax. Take a couple of deep breaths. Then, tense and relax all of the muscles in your body. Think pleasant thoughts, rather than spending your time worrying about how you are going to do on the test. All of these things will help you relieve tension and anxiety.

On the following page is a list of suggestions that the American College Testing Program makes for dealing with your emotions and attitudes related to the taking of the ACT Assessment:

- PREPARE well in advance for the tests. Don't wait until the last minute!
- LEARN all you can about the Assessment, especially the directions, before the day of the actual test session.
- LEARN all you can about the procedures that will be used to administer the tests. This way, nothing will take you by surprise. You will know what to expect.
- PRACTICE for the ACT Assessment by taking one or more sample forms of the test.
- On the day of the test, be MENTALLY and PHYSICALLY PREPARED to work hard on your examinations.
- THINK positively! You CAN do well on the ACT tests!
- ALLOW yourself plenty of time and arrive promptly for the test session.
- PLAN a strategy to pace yourself for all four of the tests. It is important to answer all of the questions on the ACT tests.
- RELAX before the test. Take a few deep breaths, tense and relax your muscles several times, and think about pleasant things.
- REMEMBER: No matter how well or poorly you do on this or any other test, your score has nothing to do with your value and worth as an individual.

GET YOUR ACT TOGETHER

The materials in this section are designed to get students thinking about ACT preparation. Each mini-poster represents a common myth or fallacy that students may have about the ACT test. Used as part of a bulletin board display, as visual aids in a presentation, or as student handouts, these cartoons can stimulate thinking about and participation in an ACT preparation program.

If You Can Read, You Can Do Well On the ACT

THIS IS A MYTH

Reading is an important part of taking the ACT test, especially in the Reading Test with reading selections in social studies, natural sciences, prose fiction and the humanities. But other parts of the test measure what you already know.

In the English Usage Test you will be expected to already know the rules of grammar and punctuation, the parts of speech, the various sentence structures and paragraph strategies, and the logical presentation of ideas. In the Mathematics Usage Test you will be expected to already know the operations and formulas of arithmetic, geometry, and algebra. There are also a few questions that employ principles of calculus and trigonometry; but if you don't already know them, don't try to learn them on your own at the last minute.

The ACT is not a speed drill, but it is important to never waste time. Read the directions and the questions carefully. Read the test passages more quickly, especially if it is on a topic with which you are already familiar. Practice skimming and scanning passages for specific information. Reading is a skill. To get better and faster at it, you have to practice, practice, practice.

A Low ACT Score Makes It Easier to Get $ Aid

THIS IS A MYTH

Some people think that a low ACT score will let them take easier classes in college. Some people think that a low ACT score will make them appear more needy and more deserving of financial aid. Some people think a low ACT score will make them more popular with the campus social set. Some people are not being honest with themselves.

There is absolutely NO advantage to a low ACT score. As a matter of fact, a low ACT score may mean that you will have to take college classes for which you will not get any credit -- which means you will have to work longer and harder to get through college.

There is absolutely NO disadvantage to a high ACT score. Be honest with yourself. Don't you really want to be the best that you can be? A good score on your ACT will give you the freedom to be in control of your own college career.

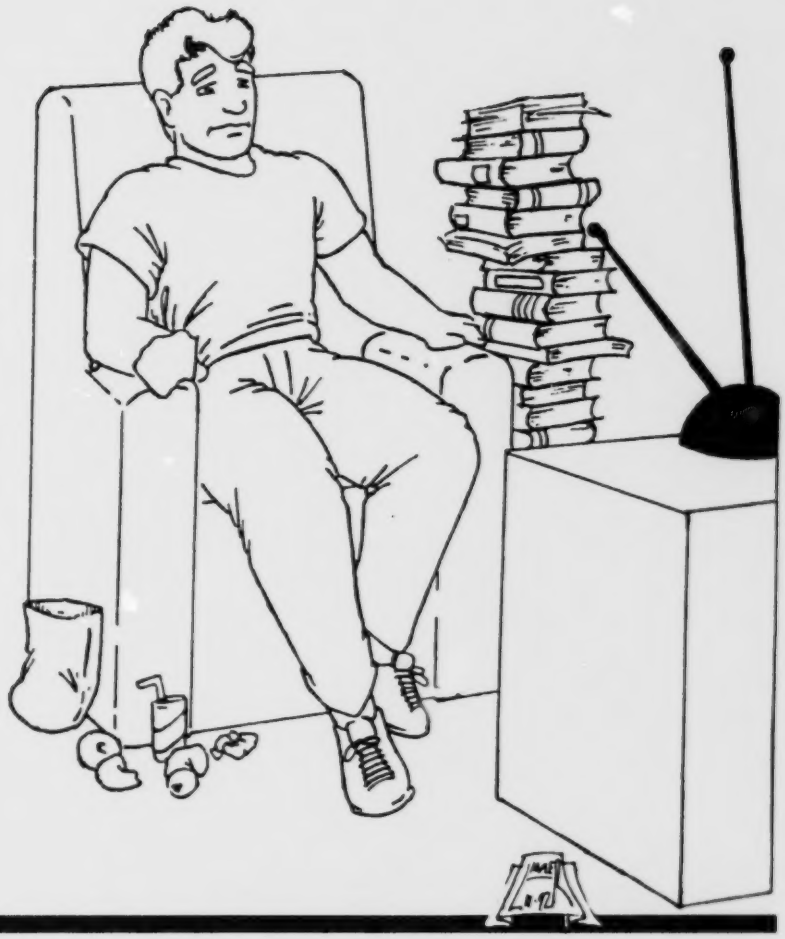
No One At This School Does Well on the ACT

THIS IS A MYTH

You may be the top student in your high school class, but don't start tooting your own horn. When you take the ACT, your score will be compared with the scores of every college applicant in the United States. You may get the highest score in your school, but if it is not above the minimum level for admission, it won't help you get into college. Most colleges, however, look closely at both your grades and your ACT score. This is big time test taking. It's all up to you.

You can't blame your school if you're not well-prepared to take the ACT. It's YOUR test score and YOUR responsibility to make it as high as you can. If there is no ACT preparation course offered at your school, get busy on your own. Give yourself at least 30 days to review for the ACT -- long enough to refresh your memory, but not long enough to forget. Review for a short time every day. Practice reading. Practice solving problems. You can't take your trusty calculator with you. You have to be able to do it yourself. Set your own realistic goals and then get busy working to reach them.

You Can't Study for the ACT



THIS IS A MYTH

There is nothing wise about this advice. Although there are some interest and aptitude tests that are impossible to study for, the ACT is not one of them. The ACT measures how much you know and how well you can use what you have learned. You CAN study for the ACT.

Remember, you can't cram a lifetime of learning into one of two study sessions. Your goal should be to review and reinforce the considerable amount of knowledge you have acquired during your many years as a student. Make sure you remember what you have already learned before you try to learn something new. For instance, don't try to learn calculus if you're still not sure how to multiply seven times nine. Don't spend time learning how to spell "onomatopoeia" if you don't know what it is or what part of speech it represents. Take your time. Review carefully, systematically, and thoroughly. Studying for the ACT is a wise move.

A Little PANIC During a Test Just Helps You Think

THIS IS A MYTH

For some students, seeing the ACT test for the first time is like looking at a horror film. While it may be true that a little adrenaline in your system can improve your physical performance, a full-fledged panic attack can leave you shaking and virtually paralyzed. Try to keep your cool during the test.

BE PREPARED: Know what the test format will be, know where you are supposed to be and when you are supposed to be there, and know that you have done your best to get ready.

BE POSITIVE: Don't think about what you DON'T know. Congratulate yourself for all the things that you DO know. Vow to do your best on every test. Decide that you can do it, and then prove yourself correct.

BE PATIENT: Even though the ACT is timed, use a few seconds of that time to get your thoughts organized. Read the instructions carefully before you begin. If there are facts or formulas you might forget, write them down in the test booklet at the beginning of the test. Answer every question. There is no penalty for guessing. Use all the time you have.

Just Mark the Same Answer Every Time

THIS IS A MYTH

There is no short cut or quick answers to successfully taking the ACT. There are, however, some strategies you can employ to increase your chances of doing well on the test. First, BE PREPARED. Second, BE WELL-RESTED and relaxed on the test day. Third, TRUST YOURSELF.

AFTER you have answered all of the questions you are sure of, and AFTER you have tried to figure out the questions you are unsure of, and AFTER you have made calculated guesses by eliminating the responses you know are wrong, and WHEN there is only one minute left, THEN mark all of the remaining answers. The rationale for this is that the correct answers are probably fairly evenly distributed among the response choices -- so you will probably get about 20% of them right.

Athletes Don't Have to Take the ACT

THIS IS A MYTH

As a matter of fact, there is a minimum ACT score required of all college athletes. It doesn't matter if a college has offered financial assistance to you to attend. It doesn't matter how many scholarships you have received, how many auditions you have passed, or how many scouts have recruited you. You still have to meet the admission requirements to get into most colleges. For most schools, a part of these admission requirements is doing well on the ACT test.

If you have been offered a nonacademic scholarship, that probably means that you keep yourself pretty busy outside the classroom. Don't let that interfere with your ACT. Don't take the test the day after the BIG GAME or the day before OPENING NIGHT. Sign up to take the ACT at a time when you can devote your full attention and all of your energies to preparing for and taking this important test.

Section C

Basic ACT Preparation in High School

Countdown to ACT

GET YOUR ACT TOGETHER

The materials in this section are designed to be used by students. They may be especially helpful for students in schools in which there are no formal ACT preparation programs. This section provides a structure for a self-initiated, self-directed ACT preparation plan.

BASIC ACT PREPARATION IN HIGH SCHOOL

Preparing for the ACT Assessment. Whether you realize it or not, you have been preparing for the ACT Assessment for years. The best possible preparation for taking a college admissions test is an active, comprehensive, core-curriculum provided at the high school level. For the student, this involves:

- **Taking Courses**
- **Paying Attention**
- **Doing Homework**
- **Applying Yourself**

Ultimate Test Preparation. While in high school, you should take at a minimum the following core courses:

Four (4) English Courses

- **English I**
- **English II**
- **English III**
- **English IV**

Three (3) Social Studies Courses

- **American History**
- **World History**
- **Geography**
- **Civics/Political Science**

Three (3) Math Courses

- **Algebra I**
- **Algebra II**
- **Geometry**
- **Trigonometry**

Three (3) Science Courses

- **Physical, Earth, or General Science**
- **Biology with Lab**
- **Chemistry with Lab**
- **Physics with Lab**

Utilize the expertise of your high school counselor in selecting these courses.

FIRST

Register to take the ACT. Mark the test date on your calendar. Tell your parents, your boss, your coaches, teachers, and friends when you are to take the test so they will not schedule you into activities on that weekend. Then, 30 days before your test date, begin your preparation countdown.

Test minus 30 Days

Collect your study materials. If there is an ACT preparation program in your school or in your community, take advantage of it. If no preparation program is available, get busy on your own. Go to the library and check out any ACT preparation guides they have. Round up some geometry, algebra, arithmetic, English, social studies, biology, natural science, and geography textbooks. Gather some reading materials like Time or Newsweek magazines or even daily newspapers.

Test minus 29 days

Get organized. Set aside at least one hour a day for ACT preparation. Choose a time when you can be at your best -- in the early morning, right after school, just before you go to bed -- whatever is best for you. Find a place where you can concentrate without distractions -- the library, your room, a quiet place in a community center, or even an empty room in your church. Organize your materials according to subject matter: English, math, science, social studies, and ACT practice materials. Give yourself a pep talk. You are facing thirty days of hard work; but remember, this is the only time in your life that you will have to do this, so you might as well do it right.

Test minus 28 days

Give yourself a basic math review. Spend an hour working problems in which you have to add, subtract, multiply, and divide. Don't get into the fancy stuff yet. Make sure you can do the basics quickly and accurately. DO NOT USE YOUR CALCULATOR, except to check your work. Remember, you cannot use your calculator on the test.

Test minus 27 days

Since you're doing so well on the math problems, spend this hour working on fractions: adding, subtracting, multiplying, and dividing fractions.

Test minus 26 days

Get a news magazine like Time or Newsweek (not Road and Track or Seventeen!). Start reading. After every four paragraphs, stop and answer these questions:

1. What is the article about?
2. What specific people and places were mentioned?
3. Why was this topic important enough to appear in a national magazine?

Don't worry about remembering facts and details about what you have read. There is not a current events section on the ACT. You are simply working to improve your reading comprehension skills through practice.

Test minus 25 days

Review the parts of speech. Take the magazine you were reading yesterday and go through it finding examples of each part of speech. Spend a lot of time identifying nouns and verbs.

Test minus 24 days

Review sentence structures. Go through your magazines marking subjects and verbs. Look for examples of different types of sentences: simple, compound, complex, and compound/complex.

Test minus 23 days

Back to math. Spend an hour working on using decimals and percents.

Test minus 22 days

See if you can find a science textbook that has a glossary. Read the glossary, reacquainting yourself with the terms and definitions. If there is no glossary, go through the book reading chapter headings, topic sentences, captions under pictures, and charts and graphs. Get an overview of the entire book.

Test minus 21 days

Use your science textbook again. Find the topic sentence in every other paragraph. Do this for the whole hour. If you are tired of science, use a magazine, newspaper, or social studies textbook.

Test minus 20 days

OK, now you've given yourself a basic review of arithmetic and the parts of speech, and you've given yourself some practice reading. Now it's time to get into the hard stuff. If you have purchased or checked out an ACT preparation book, take some of the sample tests today. If you do not have such a guide, use the sample tests that came with your ACT registration materials. After you take the sample tests, answer these questions about yourself:

1. Which sections were easier for me?
2. Which sections were the most difficult for me?
3. In which sections, if any, was I completely lost?
4. Which parts of the test caused me the most anxiety?

Now it's time for you to design your own study routine, based upon how you did on the sample tests. Since you will not want to study on the day before the test, you have about 18 days remaining to devote to the four major tests.

Here is information on the topics you will want to include in your preparation for the four tests on the ACT Assessment:

ACT English Test

Six elements of effective writing are included in the English Test:

1. **Usage/Mechanics**
   a. **Punctuation**. The items in this category test the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, identifying appositives).
   b. **Basic Grammar and Usage**. The items in this category test agreement between subject and verb, between pronoun and antecedent, and between modifiers and the words modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage (e.g., choosing appropriate function words).
   c. **Sentence Structure**. The items in this category test relationships between and among clauses, placement of modifiers, and shifts in construction.
2. **Rhetorical Skills**
   a. **Strategy**. The items in this category test the appropriateness of expression in relation to audience and purpose, the strengthening of writing with appropriate supporting material, and the effective choice of statements of theme and purpose.
   b. **Organization**. The items in this category test the organization of ideas, and the relevancy of statements in context (order, coherence, unity).
   c. **Style**. The items in this category test precision and appropriateness in the choice of words and images, rhetorically effective management of sentence elements, avoidance of ambiguous pronoun references, and economy in writing.

ACT Mathematics Test

Items are classified according to the five content categories of this test:

1. **Pre-Algebra**. Items in this category are based on operations with whole numbers, decimals, fractions and integers. They also may require the solution of linear equations in one variable.
2. **Elementary Algebra**. Items in this category are based on operation with algebraic expressions. The most advanced topic in this category is the solution of quadratic equations by factoring.
3. **Intermediate Algebra and Coordinate Geometry**. Items in this category are based on graphing in the standard coordinate plane or on other topics from intermediate algebra such as operations with integer exponents, radical expressions and rational expressions, the quadratic formula, linear inequalities in one variable, and systems of two linear equations in two variables.
4. **Plane Geometry**. Items in this category are based on the properties and relations of plane figures.
5. **Trigonometry**. Items in this category are based on right triangle trigonometry, graphs of the trigonometric functions, and basic trigonometric identities.

ACT Reading Test

There are four types of reading selections on this test:

1. **Prose Fiction**. Intact short stories or excerpts from short stories or novels.
2. **Humanities**. Art, music, philosophy, theater, architecture, and dance.
3. **Social studies**. History, political science, economics, anthropology, psychology, and sociology.
4. **Natural sciences**. Biology, chemistry, physics, and physical sciences.

ACT Science Reasoning Test

The content of this test is drawn from four subjects:

1. Biology
2. Chemistry
3. Physics
4. Physical Sciences (e.g., geology, astronomy, and meteorology)

Advanced knowledge in these subjects is not required, but background knowledge at the level of a high school general science course may be needed to answer some of the questions. Advanced mathematical skills are not required, but minimal arithmetic computations may be needed for some questions. The reading portion of the test is concise and clear, so that reading comprehension should not present difficulties. Thus, the test emphasizes scientific reasoning skills rather than recall of scientific content, skill in mathematics, or reading ability.

Test minus one day

It's the day before the ACT test. Give your brain a rest. Spend your study time collecting the things you will need to take with you tomorrow:

- your ACT admission ticket (check it to be sure all of the information is correct).
- at least two #2 pencils WITH ERASERS
- proper ID (a driver's license or school ID WITH PHOTO are best)
- a watch
- a piece of fruit or other snack for the break in the middle of the exam
- a handkerchief or tissue

Don't bother getting together your calculator, paper, notes, slide rule, dictionary, or any study aids, because you will not be allowed to take them into the testing room.

If you have never been in the building where the test is to be given, you may want to drive by it today, if it is convenient to do so. Nothing will get you more rattled on the day of the test than to get lost on your way.

Plan to wear a couple of layers of clothing or take along a sweater or light jacket -- yes, even on a hot day -- in case the room gets hotter or colder during the test.

Relax.

Go to bed at your usual time. Set your alarm to get up early. DO NOT try any gimmicks to get more or a better night's sleep.

TEST DAY

This is it. Give yourself plenty of time to get ready. Eat the best breakfast that is normal for you.

Dress comfortably. Remember, you are not going there to impress people with your wardrobe. Also, keep in mind that you will be sitting down the entire time. Don't wear anything that is too tight; it's annoying to have your leg go to sleep during the test.

Give yourself plenty of time to get there. This may be the day that you have a flat tire or run out of gas. Be prepared. Plan to arrive at least 30 minutes early.

You may be assigned a seat; if not, pick out a good seat. If it's a large room, you may want to sit close to the front of the room so you can hear the instructions more clearly. Avoid sitting directly under a heating or air conditioning vent or near an exit. DO NOT SIT WITH YOUR FRIENDS. Your moaning and groaning may distract them, and it's hard to concentrate on your own work when your best friend is having a nosebleed right beside you.

Put your watch on the desk so you can see it easily. The ACT is timed. There is no warning given when time is almost up, so it's up to you to keep track of your own time. You may not, however, set an alarm on your watch since it would be a distraction to others in the room.

Listen carefully to the instructions.

Read the directions carefully.

Keep calm.

Concentrate.

Take all the time that is given. There is no bonus for finishing early and you can't leave anyway, so make the most of your time.

During the test

There is no better feeling than knowing the correct answer. If you have studied and prepared well, you should have that good feeling fairly often. There is no worse feeling than not even understanding the question, much less knowing the answer. There will be some questions on the test that you will be totally unable to answer. Be prepared.

One secret to test taking is to keep up your confidence. The best way to do that is to go through the test and answer all questions you are sure of first. Don't ponder, don't fret, just sail through the test feeling good about how many answers you know. But be careful to keep track of your answers on the answer sheet, especially if you are skipping large sections of the test. Make sure that the numbers match.

The next step is to go through and give some thought to the questions you feel that you can figure out. Keep an eye on your time and pace yourself accordingly.

After you have answered all the questions you know for sure and those you can figure out, it is time to employ a few strategies. If it is a reading section of the test, consider following these steps. ACT recommends that you:

1. read the passage carefully.
2. read the question stem carefully.
3. read all of the possible answers.

It is very important to read every word.

Concentrate on each question. Eliminate any answer that is ridiculous, irrelevant, false, or impossible. Cross out in your test booklet the answers you have eliminated. Give serious consideration to the two or three answers remaining.

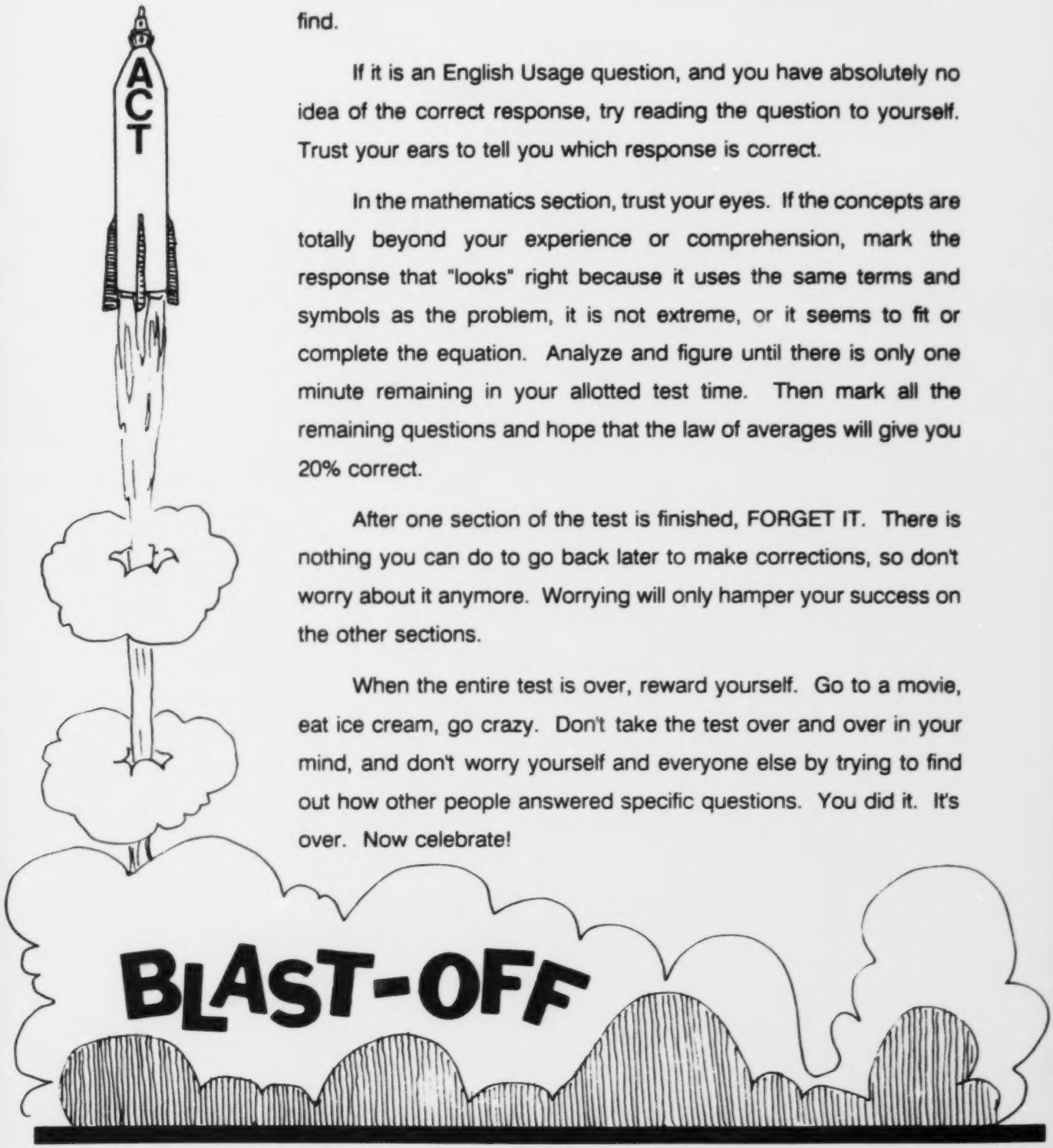
Go back to the selection one more time -- find the part that refers to the question and make your decision based upon facts you find.

If it is an English Usage question, and you have absolutely no idea of the correct response, try reading the question to yourself. Trust your ears to tell you which response is correct.

In the mathematics section, trust your eyes. If the concepts are totally beyond your experience or comprehension, mark the response that "looks" right because it uses the same terms and symbols as the problem, it is not extreme, or it seems to fit or complete the equation. Analyze and figure until there is only one minute remaining in your allotted test time. Then mark all the remaining questions and hope that the law of averages will give you 20% correct.

After one section of the test is finished, FORGET IT. There is nothing you can do to go back later to make corrections, so don't worry about it anymore. Worrying will only hamper your success on the other sections.

When the entire test is over, reward yourself. Go to a movie, eat ice cream, go crazy. Don't take the test over and over in your mind, and don't worry yourself and everyone else by trying to find out how other people answered specific questions. You did it. It's over. Now celebrate!



Section D

ACT
Fact Sheets

GET YOUR ACT TOGETHER

Each fact sheet in this section provides the answer to a specific question about the ACT test. It covers the WHO, WHAT, WHEN, WHERE, WHY, AND HOW of the ACT program and also lists specific topics that are included on the test. This section is a must for anyone involved in preparation to take the ACT assessment.

ACT FACT SHEET

1

WHAT IS THE ACT?

The ACT Assessment is a combination college entrance examination and educational planning service. Many colleges, junior colleges, technical schools, universities, nursing schools, and scholarship agencies require potential students and scholarship recipients to take the ACT Assessment.

When you register for the ACT, you will be expected to respond to questions on an interest inventory and a student profile:

- The interest inventory collects information about your work-related interests around six dimensions; science, creative arts, social services, business contact, business detail, and technical.

- The student profile section collects information about you as a person, your future plans, your past achievements, your high school experience, and other things, typically requested by colleges on their application forms.

The ACT is a three-hour standardized achievement test that measures the knowledge and skills you have accumulated over your years in school. It evaluates your readiness for college work through measuring academic achievement -- not theoretical aptitude or I.Q.

After you have taken the ACT, all of the information about you is combined into what is called a "student profile report" which is sent to the colleges and/or scholarship agencies of your choice. One of the two copies sent to your high school is for you. Your school may elect, however, to send your score report to your home.

Your ACT student profile report will help you make important decisions about your future. This report will also help colleges and/or scholarship agencies assess your potential for doing college-level work.

ACT FACT SHEET

2

WHY SHOULD I TAKE THE ACT?

You will want to take several important factors into consideration as you make this decision:

- Whether you have had particular courses certain to be assessed on this examination.
- How academically well-prepared you feel.
- The admission standards and deadlines set by the colleges or universities to which you plan to apply.
- The application deadlines of scholarship agencies to which you plan to apply, if any.
- Whether or not the date you select will conflict with any other personal or school-related major event in your life.

Many students take the ACT only one time, during their junior or senior year in high school. You will need to choose a time when you will feel well-prepared. If you plan to study all summer, a fall date may be best for you. On the other hand, taking the ACT just after you have finished studying for your final exams may make you feel best prepared.

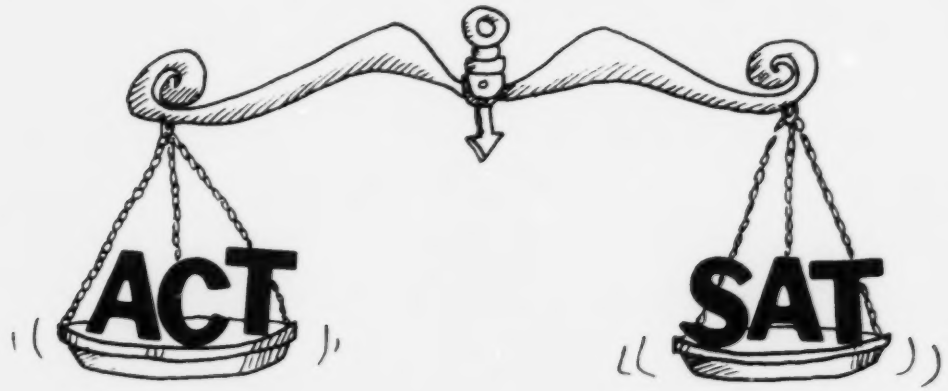
TALK TO YOUR SCHOOL COUNSELOR ABOUT THIS DECISION

ACT FACT SHEET

3

SHOULD I TAKE THE ACT ASSESSMENT?

If you plan to apply for admission to a college, junior college, technical school, nursing school, and/or university you must take whatever entrance examination that institution requires. If one or more of the schools to which you plan to apply requires the ACT, then you must plan on taking the ACT Assessment during your junior or senior year in high school.



However, sometimes students are given a choice between taking the ACT Assessment or the Scholastic Aptitude Test (SAT). In this case, you should consider the following differences between these two tests before making your decision:

- The SAT is an aptitude test which will measure your ability to manipulate basic knowledge in new and unfamiliar situations. The ACT, on the other hand, is an achievement test which will assess your levels of learning in specific subjects.

- Mathematics will make up fifty percent of your composite SAT score but only twenty-five percent of your ACT composite score.

- English grammar and usage will represent twenty-five percent of your composite ACT score, but will not be tested at all on the SAT. The SAT has an optional standard written English test, but that test is scored separately and does not affect the composite SAT score used to determine college entrance eligibility.

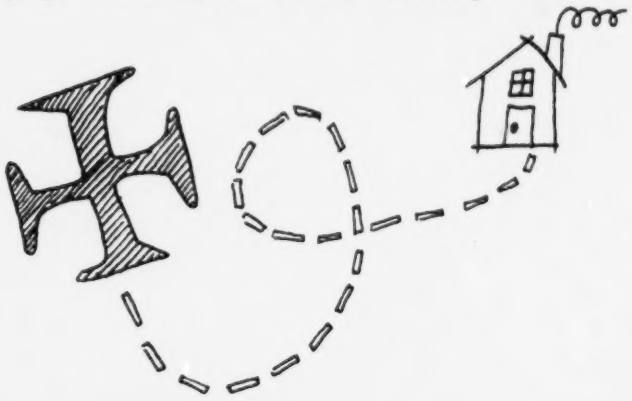
So, if you have a quick mind but a poor memory, the SAT is probably the better choice for you. However, for example, if you are weak in math, strong in grammar, and remember much of what you have learned in your social studies and science classes, you are likely to score higher on the ACT.

ACT FACT SHEET

4

WHEN AND WHERE CAN I TAKE THE ACT?

The ACT Assessment is administered on Saturday mornings, five times a year - in October, December, February, April, and June. Approximately 3,300 test centers administer the ACT in the United States. Check the list of Oklahoma Test Centers provided on this page to find the test center nearest you.



- Your school counselor will know the exact dates when the ACT will be given.
- Your school counselor can also assist you in deciding when and where to take your exam.
- Be sure you know exactly where your test center is located well ahead of time and have made arrangements for you to get there.
- On the day of the ACT, allow yourself plenty of time to get to your test center and to find parking, if you are driving.
- It is recommended that students take the ACT on one of the national testing dates.
- For many, very complex reasons the Residual Test is not recommended for high school students. It is an option ONLY for those students who decide, at the last minute, to enroll in a college and have no other ACT scores. Additionally, the Residual ACT is not acceptable for most scholarships and is not accepted by the National Council Athletic Association.

OKLAHOMA ACT TESTING LOCATIONS*

Ada	East Central University
Alva	Northwestern Oklahoma State University
Anadarko	Anadarko High School
Antlers	Antlers High School
Ardmore	Ardmore High School
Bartlesville	Bartlesville High School
	Bartlesville Wesleyan College
Beaver	Beaver High School
Bethany	Bethany High School
	Southern Nazarene University
Boise City	Boise City High School
Broken Arrow	Broken Arrow High School
Chickasha	University of Sciences and Arts of Oklahoma
Claremore	Eastern Oklahoma County Vocational Technical
Claremore	Rogers State College
Crescent	Bulow School
Del City	Del City High School
Duncan	Duncan High School
Durant	Southeastern Oklahoma State University
Edmond	The University of Central Oklahoma
El Reno	Redlands Community College
Enid	Enid High School
Fairfax	Woodland High School
Goodwell	Panhandle State University
Guthrie	Guthrie High School
Hobart	Hobart High School
Idabel	Dunlap Center for Higher Education
Jenks	Jenks High School
Jones	Jones High School
Lawton	Cameron University
McAlester	McAlester High School
Miami	Northeastern Oklahoma A & M College
Midwest City	Carl Albert Senior High School
	Midwest City High School
	Rose State College
Muskogee	Bacone College
Norman	University of Oklahoma Campus
	University of Oklahoma
Okeene	Okeene High School
Oklahoma City	Mount Saint Mary High School
	Oklahoma Christ University of Science and Arts
	Oklahoma City Community College
	Oklahoma City University
	Oklahoma State University
	Putnam City High School
	Putnam City West Senior High School
	Ulysses S. Grant High School
Okmulgee	Oklahoma State University Okmulgee
Owasso	Owasso High School
Pawnee	Pawnee Elementary School
Perkins	Perkins Tryon High School
Perry	Perry High School
Ponca City	Ponca City Senior High School
Purcell	Carl Albert State College
Pryor	Pryor High School
Sand Springs	Charles Page High School
Sapulpa	Sapulpa High School
Sayre	Southwestern Oklahoma State University, Sayre
Seminole	Seminole Junior College
Sentinel	Sentinel High School
Shawnee	Oklahoma Baptist University
Stillwater	Oklahoma State University
	Stillwater High School
Stilwell	Stilwell High School
Tahlequah	Northeastern Oklahoma State University
Tecumseh	Tecumseh High School
Tishomingo	Murray State College
Tonkawa	Northern Oklahoma College
Tulsa	Bishop Kelley High School
	Central Senior High School
	East Central Senior High School
	Edison Senior High School
	Hale Senior High School
	Memorial Senior High School
	Rogers Senior High School
	Tulsa Junior College
	Union High School
	University of Tulsa
	Washington High School
	Webster Senior High School
Warner	Connors State College
Watonga	Watonga High School
Weatherford	Southwestern Oklahoma State University
Wilburton	Eastern Oklahoma State College
Woodward	Woodward High School

OKLAHOMA NON-SATURDAY TEST CENTERS

Harrah	Oklahoma Academy
Tulsa	Tulsa Adventist Academy

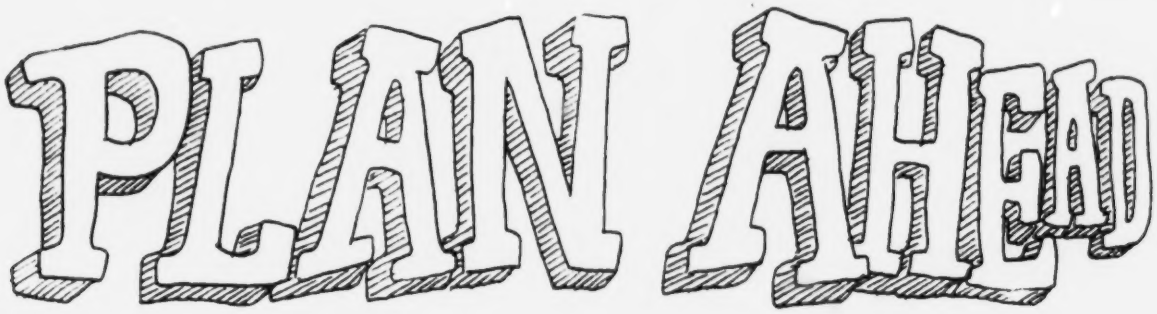
*Testing locations do change from time to time. Some locations do not offer the ACT on all five national testing dates.

ACT FACT SHEET

5

HOW AND WHEN DO I REGISTER FOR THE ACT?

The ACT registration period opens about ten weeks and closes about four weeks before each of the five national ACT testing dates. (Your school counselor will know the exact dates.) When you've decided when you want to take the ACT, submit your registration within that testing date's registration period.



1. Get an ACT registration packet from your school counselor which will contain:
   - -- a registration folder
   - -- a pre-addressed envelope
   - -- detailed instructions for completing your registration
2. Read the registration instructions carefully !!!!!
3. Complete your registration folder - following all instructions and providing all requested information. This will probably take about an hour. Remember, your school counselor is there to help you if you have questions or need assistance.
4. Mail your completed registration folder, along with a check or money order for the correct fee (made payable to ACT), in the pre-addressed envelope.
5. Ask your counselor for a free booklet entitled "Preparing for the ACT Assessment". It contains valuable information on test preparation and a complete form of the ACT, along with answers and directions for scoring.
6. Within three weeks, ACT will send you an ACT test center admission ticket. Be sure to take your admission ticket and some form of personal identification (preferably a photo ID) with you to your test center on the day of the ACT.

ACT FACT SHEET

6

HOW WILL THE ACT ASSESSMENT HELP ME?

Keep in mind that the ACT Assessment includes four tests (in English, math, reading, and science reasoning), an interest inventory, and a student profile section. This information will help you:

- Look at your educational development.
- Examine your interests.
- Think about your needs, plans, and goals.
- Discover new things about yourself.

The four ACT tests cover major areas of instruction in most high schools and colleges in the areas of English, math, reading, and science reasoning. Your scores will provide one measure of how well you can probably perform the skills necessary for college coursework.

The ACT interest inventory will show where your strongest interests are, and what your interests suggest about a possible major or career.

The ACT student profile section will show what extracurricular interests you have, what you've done outside of class, what majors and careers you're considering, and what services/programs you expect or need from the college you attend.

Therefore, the four major things you will receive through taking the ACT Assessment are as follows:

- Your test scores and how they compare to other college-bound students.
- College planning information -- based on your college(s) of choice and student profile section responses.
- Educational/occupational planning information based on your student profile section responses.
- Career information -- based on your interest inventory responses.

WHAT IS THE ACT ENGLISH TEST LIKE?

The ACT English test is a 75-item, 45-minute test that measures the student's understanding of the conventions of standard written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style). Spelling, vocabulary, and rote recall of rules of grammar are not tested.

The test consists of five prose passages, each of which is accompanied by a sequence of multiple-choice test items. Different passage types are employed to provide a variety of rhetorical situations. Passages are chosen not only for their appropriateness in assessing writing skills, but also to reflect the interests and experiences of examinees. Some items refer to underlined portions of the test and offer several alternatives to the portions underlined. Other items pose questions about a section of the test, or about what is most appropriate in the context of the passage, or which alternative best answers the question posed. Some items offer "NO CHANGE" from the underlined text as a possible response.

Three scores are reported from the ACT English Test: a total test score based on all 75 items, a subscore in Usage/Mechanics based on 40 items, and a subscore in Rhetorical Skills based on 35 items.

Content of the test. Six elements of effective writing are included in the English test. These elements and the approximate proportion of the test devoted to each are shown below.

Content/Skills	Proportion of Test	Number of Items
Usage/Mechanics	**.53**	**40**
Punctuation	.13	10
Grammar and Usage	.16	12
Sentence Structure	.24	18
Rhetorical Skills	**.47**	**35**
Strategy	.16	12
Organization	.15	11
Style	.16	12
Total	**1.00**	**75**

WHAT IS THE ACT MATHEMATICS TEST LIKE?

The ACT Mathematics Test is a 60-item, 60-minute test designed to assess the mathematical skills that students have typically acquired in courses taken up to the beginning of grade 12. The test presents multiple-choice items that require students to use their reasoning skills to solve practical problems in mathematics. The problems assume knowledge of basic formulas and computational skills, but do not require complex formulas and extensive computation. The material covered on the test emphasizes the major content areas that are prerequisite to successful performance in entry-level courses in college mathematics.

The items included in the Mathematics Test cover three skill areas: (1) basic skills, (2) application, and (3) analysis. Basic skills includes items that can be solved by performing a familiar sequence of operations in a familiar setting. Application items can be solved by performing a familiar sequence of operations, but the solution will not be routine. Analysis items require a student to know why the familiar sequence of operations yields a solution, under what conditions it will not yield a solution, or how to examine all the cases that can arise within the restrictions stated in the stem of the item.

Four scores are reported for the ACT mathematics test: a total test score based on all 60 items, a subscore in pre-algebra/elementary algebra based on 24 items, a subscore in intermediate algebra/coordinate geometry based on 18 items, and a subscore in plane geometry/trigonometry based on 18 items.

Content of the test. Items are classified according to five content categories. These categories and the approximate proportion of the test devoted to each are shown below.

Content Area	Proportion of Test	Number of Items
Pre-Algebra and Elementary Algebra	.40	24
Intermediate Algebra and Coordinate Geometry	.30	18
Plane Geometry	.23	14
Trigonometry	.07	4
Total	**1.00**	**60**

WHAT IS THE ACT READING TEST LIKE?

The ACT Reading Test is a 40-item, 35-minute test that measures reading comprehension as a product of skill in referring and reasoning. That is, the test items require students to derive meaning from several texts by: (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings and to draw conclusions, comparisons and generalizations. The test comprises four prose passages that are representative of the level and kinds of writing commonly encountered in college freshman curricula; pages on topics in prose fiction, the humanities, the social studies, and the natural sciences are included. These passages are selected from published sources. Each passage is accompanied by a set of multiple-choice test items. These items do not test the rote recall of facts from outside the passage, isolated vocabulary items, or rules of formal logic. Rather, the test focuses upon the complex of complementary and mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas.

Three scores are reported for the ACT Reading Test: a total test score based on all 40 items, a subscore in Arts/Literature reading skills (based on the 20 items in the prose fiction and humanities sections of the test), and a subscore in Social Studies/Sciences reading skills (based on the 20 items in social studies and natural sciences sections of the test).

Content of the test. The four types of reading selections and the approximate proportion of the test devoted to each are shown below.

Reading Context	Proportion of Test	Number of Items
Prose Fiction	.25	10
Humanities	.25	10
Social Studies	.25	10
Natural Sciences	.25	10
Total	**1.00**	**40**

WHAT IS THE ACT SCIENCE REASONING TEST LIKE?

The ACT Science Reasoning Test is a 40-item, 35-minute test that measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The test is made up of test units, each of which consists of some scientific information (the stimulus) and a set of multiple-choice items. The scientific information is conveyed in one of three different formats: (1) data representation, (2) research summaries, and (3) conflicting viewpoints.

The test items require students to recognize and understand the basic features of concepts related to the provided information; to examine critically the relationships between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions. Only a total test score is reported for the ACT Science Reasoning Test.

Content of the test. The content of the Science Reasoning Test is drawn from biology, chemistry, physics, and the physical sciences (e.g., geology, astronomy and meteorology). The approximate proportion of the test devoted to all content areas in the three formats is shown below.

Content Area*	Format	Proportion of Test	Number of Items
Biology	Data Representation	.38	15
Physical Sciences	Research Summaries	.45	18
Chemistry Physics	Conflicting Viewpoints	.17	7
Total		**1.00**	**40**

*Note: Content areas are distributed over the different formats.

HOW WILL MY ACT PERFORMANCE BE SCORED?

The ACT Student Profile Report, which will be sent to your high school, will contain five scores -- one score for each of the four tests you took (English Usage, Mathematics Usage, Reading, and Science Reasoning) PLUS a composite score for the entire examination and seven subscores.

> ACT will have taken the raw score you made on each test (the total number of questions you answered correctly) and converted in into what is called a standard score. These standard scores range from a low of 1 to a high of 36. The standard score range for the subscores is from a low of 1 to a high of 18.

So, your ACT Student Profile Report will contain your standard score for each of the four tests, along with a standard composite score (the average of your four separate test standard scores), and seven standard subscores.

Your school counselor, and the student guide which will be sent along with your Student Profile Report, can help you make sense out of your particular scores.

- High scores on particular tests may indicate that you will have a good chance of succeeding in certain college majors and in certain careers.

- Low scores on particular tests may indicate that certain skills may need to be further developed before you will be ready to pursue particular college majors and particular careers.

IS THERE ANY WAY I CAN PREPARE FOR THE ACT?

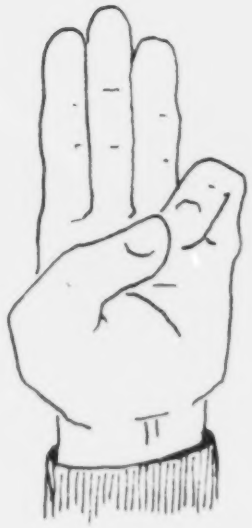
The ACT focuses on your knowledge of English, math, reading and science reasoning. It also focuses on your abilities to solve problems, to interpret and analyze information, and to apply what you know. So your best overall preparation for the ACT Assessment is to pay attention and work hard in all of your classes along the way.

Keep in mind that the ACT measures what you have learned over many years. So, trying to learn these subjects at the last minute is not likely to help much.

However, there are some specific things you can do to help you score your best on the ACT:

- Review what you have learned in all of the subjects which will be tested on the ACT.
- Become familiar with what the ACT is like and with the kinds of questions and problems you are likely to face on it.
- Learn some test-taking strategies which will help you do your best on the day of the tests.
- Take some practice ACT tests ahead of time using some of the many ACT student practice and preparation materials which are available for that purpose.

A GOOD TEST TAKER IS A PREPARED TEST TAKER



ACT FACT SHEET

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CAN I TAKE THE ACT MORE THAN ONCE?

Consider the fact that the ACT tests are designed to provide an estimate of your knowledge and skills development which you have acquired through your studies over a long period of time.

For this reason, ACT does not recommend that you retake the ACT Assessment unless some unusual circumstance prevented you from making scores that reflect your actual level of achievement. Such circumstances might include:

- You were physically ill on the day of the tests;
- You experienced a strong (but temporary) emotional reaction while taking the tests;
- You misunderstood the test directions or incorrectly recorded your answers on the answer sheet;
- You have had very little experience in taking standardized tests of this nature.

In any case, your high school counselor can help you decide whether or not there is a good reason for you to retake the ACT.

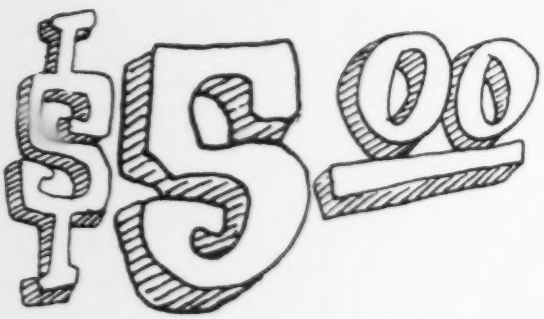
> If you do decide to take the ACT Assessment again, you will need to repeat the entire registration process -- including the interest inventory and student profile section -- to ensure that your new report will be complete.

HOW MUCH DOES IT COST TO TAKE THE ACT?

The basic ACT Assessment Registration fee is $15.00 which must be paid at the time you register.

For this fee, ACT:

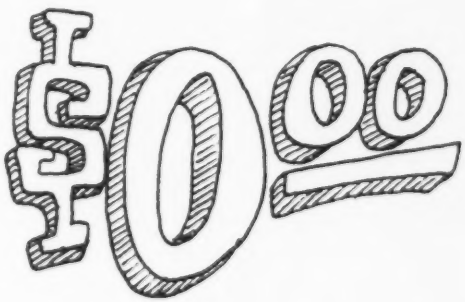
- Provides you with all necessary materials;
- Sends you a copy of your student profile report along with a guide to help you interpret and use this information;
- Sends your high school a copy of your student profile report; and
- Sends your student profile report to up to three colleges and/or scholarship agencies of your choice.



You can request ACT to send your scores to up to three additional colleges and/or scholarship agencies. The cost for this service is $5.00 for each additional request, payable at the time you register.

ACT provides a limited number of fee waivers for students who qualify as being seriously economically disadvantaged.

If you think you might qualify for such a fee waiver, check with your high school counselor for further details concerning how to apply.



FEES ARE SUBJECT TO CHANGE

ACT FACT SHEET

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WHAT TOPICS ARE COVERED ON THE ACT ENGLISH TEST?

1. **Usage\Mechanics** - 40 questions, (53%) of English Test

   a. **Punctuation** (13%). The items in this category test the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, identifying appositives). Questions focus more on using punctuation to express ideas clearly than on rules of usage. Involves misplaced, missing, or unnecessary commas, colons, semicolons, dashes, parentheses, question marks, and exclamation points.

   b. **Basic Grammar and Usage** (16%). The items in this category test agreement between subject and verb, between pronoun and antecedent, and between modifiers and the words modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage (e.g., choosing appropriate function words). Involves choosing the best word or words based on considerations of appropriate grammar.

   c. **Sentence Structure** (24%). The items in this category test relationships between and among clauses, placement of modifiers, and shifts in construction. Involves recognition and avoidance of errors in run-on sentences, comma splices, sentence fragments, misleading modifiers and shifts in construction.

2. **Rhetorical Skills** - 35 questions, (47%) of English Test

   a. **Strategy** (16%). The items in this category test the appropriateness of expression in relation to audience and purpose, the strengthening of writing with appropriate supporting material, and the effective choice of statements of theme and purpose. Focuses on the process of writing and revising.

   b. **Organization** (15%). The items in this category test the organization of ideas and the relevancy of statements in context (order, coherence, unity).

   c. **Style** (16%). The items in this category test precision and appropriateness in the choice of words and images, rhetorically effective management of sentence elements, avoidance of ambiguous pronoun references, and economy in writing.

The ACT Assessment English Test doesn't require you to spell, recall specific rules of grammar, or use analogies, synonyms and antonyms.

WHAT TOPICS ARE COVERED ON THE ACT MATHEMATICS TEST?

The Mathematics Test is a 60 multiple choice question, 60-minute test in 5 content areas. The test is designed to assess the mathematical skills that students have typically acquired in courses taken up to the beginning of grade 12.

The ACT Mathematics Test consists of five content categories:

1. **Pre-Algebra**, 12 questions, (20%) of Mathematics test. Items in this category are based on operations with whole numbers, decimals, fractions, and integers. They also may require the solution of linear equations in one variable.

2. **Elementary Algebra**, 12 questions, (20%) of test. Items in this category are based on operations with algebraic expressions. The most advanced topic in this category is the solution of quadratic equations by factoring.

3. **Intermediate Algebra and Coordinate Geometry**, 18 questions, (30%) of test. Items in this category are based on graphing in the standard coordinate plane or on other topics from intermediate algebra such as operations with integer exponents, radical expressions and rational expressions, the quadratic formula, linear inequalities in one variable, and systems of two linear equations in two variables.

4. **Plane Geometry**, 14 questions, (23%) of test. Items in this category are based on the properties and relations of plane figures.

5. **Trigonometry**, 4 questions, (7%) of test. Items in this category are based on right triangle trigonometry, graphs of the trigonometric functions, and basic trigonometric identities.

Types of questions on the ACT Mathematics Test consist of basic math problems, word problems, problems with figures, reversal of problem and solution, set up problems and extraneous or insufficient information.

WHAT TOPICS ARE COVERED ON THE ACT READING TEST?

The Reading Test is a 40 question 35-minute test that measures reading comprehension as a product of skill in referring and reasoning. The test is created from materials that are typical of what college freshmen are required to read. The ACT Reading Test consists of four types of reading selections:

1. **Prose Fiction**, 10 questions, (25%) of test. Intact short stories or excerpts from short stories or novels.

2. **Humanities**, 10 questions, (25%) of test. Art, music, philosophy, theater, architecture, and dance.

3. **Social Studies**, 10 questions, (25%) of test. History, political science, economics, anthropology, psychology, and sociology.

4. **Natural Sciences**, 10 questions, (25%) of test. Biology, chemistry, physics, and physical sciences.

The ACT Reading Test measures your ability to understand passages written about the four areas, not how well you remember facts from outside the passage. The types of questions deal with referring, picking out and interpreting information stated explicitly in the passage and reasoning, making inferences, drawing conclusions, generalizations and comparisons.

WHAT TOPICS ARE COVERED ON THE ACT SCIENCE REASONING TEST?

The Science Reasoning Test is a 40 question, 35-minute test that measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The test is made up of test units, each of which consists of some scientific information (the stimulus) and a set of multiple-choice test items. The scientific information is conveyed in three different formats:

1. **Data Representation**, 15 questions, (38%) of science reasoning test. This format presents students with graphic and tabular material similar to that found in science journals and tests. The items associated with this format measure skills such as graph reading, interpretation of scatter plots, and interpretation of information presented in tables. The graphic or tabular material may be taken from published materials; the items are composed expressly for the Science Reasoning Test.

2. **Research Summaries**, 18 questions, (45%) of test. This format provides students with descriptions of one or more related experiments. The items focus upon the design of experiments and the interpretation of experimental results. The stimulus and items are written expressly for the Science Reasoning Test, and all relevant information is completely presented in the stimulus text or in the test questions.

3. **Conflicting Viewpoints**, 7 questions, (17%) of test. This format presents students with expresssions of several hypotheses or views that, being based on differing premises or on incomplete data, are inconsistent with one another. The items focus upon the understanding, analysis, and comparison of alternative viewpoints or hypotheses. Both the stimulus and items are written expressly for the Science Reasoning Test.

The content of the Science Reasoning Test is drawn from biology, chemistry, physics, and the physical sciences (e.g., geology, astronomy, and meteorology). Advanced knowledge in these subjects is not required, but background knowledge at the level of a high school general science course may be needed to answer some of the questions. Advanced mathematical skills are not required, but minimal arithmetic computations may be needed for some questions. The reading portion of the test is concise and clear, so that reading comprehension should not present difficulties. Thus, the test emphasizes scientific reasoning skills rather than recall of scientific content, skill in mathematics, or reading ability.

Factual scientific knowledge is less important in the ACT science reasoning test. The test measures the ability to read scientific information thoughtfully and reason carefully the process and use of science.

GET YOUR ACT TOGETHER

The materials in this section are designed to help you find and use the currently available resources for ACT preparation. The listings include commercially produced practice materials, assistance programs available directly from the American College Testing Program, school- and university-based ACT preparation programs. The information in this section is current as of December, 1992. Be sure to check with your counselor or librarian for up-to-date information.

STUDENT ACT PRACTICE/PREPARATION MATERIALS

BOOKS

Most of these books can be purchased at college and chain bookstores or ordered directly from the publisher.

OFFICIAL GUIDE TO THE ACT ASSESSMENT

Reflecting the recent changes in the ACT, this comprehensive resource provides reliable information about the test and sound, practical advice on how to prepare for it. Written by the American College Testing Service, the volume covers basic information such as what is included in the ACT, what the questions are like, how schools use the test, and how to interpret scores. Additionally, proven test-taking strategies are presented with specific hints for the four components of the ACT - English, math, reading, and science reasoning. Includes two complete recent ACTs (eight tests in all) with explanatory answers. 1990. Paperback, 8-1/2" x 11," 700 pp.

Harcourt Brace Jovanovich, Publishers, 1250 Sixth Avenue, San Diego, CA 92101 or 111 Fifth Avenue, New York, NY 10003.

COST: $12.95 each, 1-4 copies
$11.65 each, 5 copies and over

BARRON'S HOW TO PREPARE FOR THE AMERICAN COLLEGE TESTING PROGRAM (ACT)

Edited by Murray Shapiro. Extensively revised, this manual features a diagnostic exam and four full-length model tests that conform to the content and format of the actual ACT exams. Subject review chapters concentrate on tested areas, including English, math, reading, and science reasoning. This volume provides both long-range test-preparation strategies and test-taking tactics to enable students to achieve the best possible score. Ninth edition, 1991. Paperback, 8" x 11," 501 pp.

Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, NY 11797.

COST: $11.95 each, 1-4 copies
$10.75 each, 5 copies and over

CLIFFS ENHANCED ACT PREPARATION GUIDE

By J. Bobrow, W. Covino, D. Kay, and H. Nathan. Designed to provide thorough preparation efficiently, this concise guide covers the essentials of the ACT and then gives students practice in taking two full-length simulated exams. The introductory section addresses commonly asked questions such as "Should I guess?" and discusses two overall strategies for ACT success. A detailed analysis of exam areas concentrates on interpreting directions. Answers are included for the simulated exams, and the answer key contains explanations. The appendix reviews major concepts and rules frequently tested in the ACT. Fourth edition, 1989. Paperback, 291 pp.

Cliffs, P. O. Box 80728, Lincoln, NE 68501; 1-800-228-4078, (402) 423-5050.

COST: $5.95 each, 1-4 copies
$5.35 each, 5 copies and over

COMPUTER SOFTWARE

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS ACT COMPUTER SOFTWARE AND WORKBOOKS

Developed in collaboration with the American College Testing Program (ACT) for use in schools. Provides an effective plan for test preparation. Develops critical thinking skills, builds student self-confidence and motivates students to acquire necessary basic skills. Contains three full-length practice tests and skill builders. Adapts to school schedules and teacher time tables. Diagnoses students' strengths and weaknesses. Provides detailed narrative solutions in a separate teacher manual.

National Association of Secondary School Principals, P.O. Box 3250, Reston, VA 22090. Telephone: (703) 860-0200; Fax: (703) 476-5432.

COST:
- $6.50 each. Student workbooks for English, math, science and reading.
- $6.50 each. Teacher manuals for English, math, science and reading.
- $99 each. Computer software for English, math, science and reading. (Software available for Apple II+, IIe, IIc, IIGS, IBM-PC, and MS-DOS compatible computers. Multiple sets of the floppy disks may be purchased at a 20 percent discount.)

CLIFFS STUDYWARE FOR THE ACT

This software program is designed to prepare students for the revised ACT assessment by developing individual study plans for the test. The package features two full-length practice tests covering the four sections of the exam. As students complete review drills, both correct and incorrect answers are explained and specific areas for further study are suggested. The program features fully automated scoring and timing and provides immediate and helpful feedback on the user's progress. Includes a copy of Cliffs ACT Preparation Guide. StudyWare, 1990.

Cliffs, P. O. Box 80728, Lincoln, NE 68501; 1-800-228-4078, (402) 423-5050.

Note: IBM and Macintosh require 256K; IBM also requires a graphics card.

COST: $49.95 each. IBM 5.25" and 3.5" disks, study guide.
$49.95 each. Macintosh disks, study guide.

VIDEOCASSETTES AND FILM

TIME TO ACT

A new video resource to prepare for the Enhanced ACT Assessment. ACT has put its most effective preparation ideas together with important information about the content of the new ACT tests in TIME TO ACT - a lively 35-minute, full-color dramatic video. Characters in real-life situations attract and hold viewer interest as they discuss their plans and experiences.

Mail orders with payment or purchase order to: ACT Publications, P.O. Box 168, Iowa City, IA 52243 or call (319) 337-1429.

	single copy	2-5 copies	6 or more copies
VHS or 3/4"	$79	$75 each	$70 each
16mm	$300	$285 each	$270 each

All prices include shipping (standard UPS) and handling costs.

GET YOUR "ACT" TOGETHER

*Set at an "ACT Academy," **Part 1** of this video describes general strategies for taking standardized tests and ways to alleviate pretest anxiety, and answers common questions about the ACT. **Part 2** familiarizes students with specific topics covered by the ACT and offers examples of questions and strategies for approaching them. Approx. 20 minutes, color. Revised, 1990.*

Cambridge Career Products, 90 MacCorkle Ave., S.W., South Charleston, WV 25503. Call 1-800-468-4227 or (304) 744-9323.

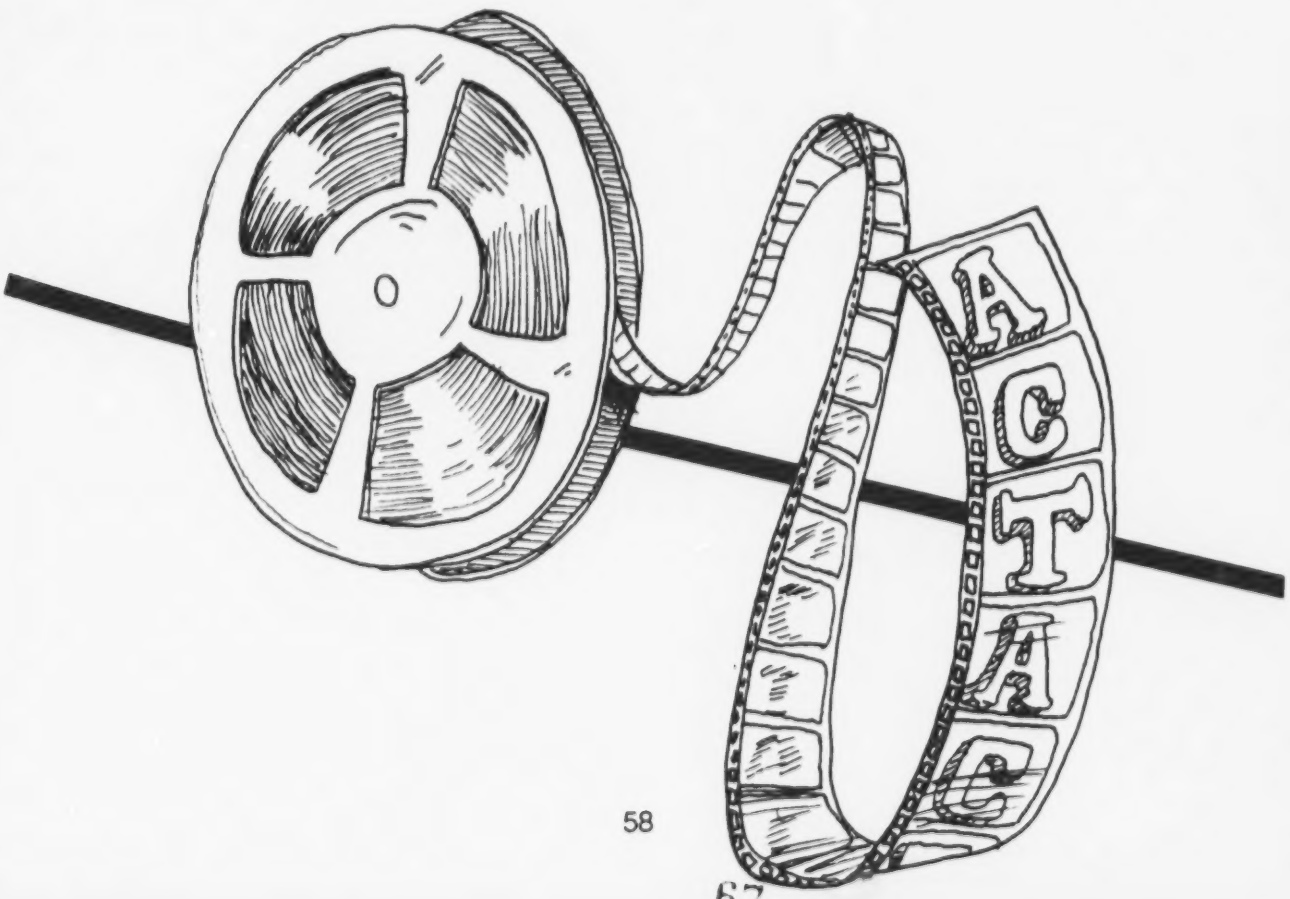
COST: $175 COMPLETE SET: 2 VHS videos, paperback
$98 Part 1: VHS videocassette, paperback
$98 Part 2: VHS videocassette, paperback

BE PREPARED FOR THE ENHANCED ACT

This entertaining, new program has been specially designed to help students prepare to take their college entrance examinations. 30 minutes, color.

Churchill Films, 12210 Nebraska Avenue, Los Angeles, CA 90025. Call (213) 657-5110 or 1-800-334-7830.

COST: $99 Videocassette $145 Video Disc
$450 16mm Film (Add $4 for shipping.)



ACT RESOURCES

The American College Testing Program (ACT) is an independent, non-profit educational service organization. One of its best-known and widely-used services, in which over one million college-bound students participate each year, is its ACT Assessment.

To help high schools and colleges derive maximum benefits from their participation in ACT programs and services, ACT's Educational Services Division maintains a staff of regional consultants, located within a few hours travel of every secondary school and college in the United States.

Each of ACT's consultants has had years of experience in the field of education, knows the full potential of all ACT services, and is able to provide educators with detailed information on local uses of ACT data. The assistance of these consultants, as part of ACT's regular service to its clients, is available at no cost or obligation. Questions and comments from counselors/ educators about ACT services are always welcome.

If you or your school need additional ACT information or assistance, please contact Oklahoma's ACT representative:

Gary M. Lavergne, Assistant Director
Assessment Services
Southwest Region
8303 MoPac Expressway, North, Suite 228
Austin, TX 78759-8369

Phone: (512) 345-1949
Fax: (512) 345-2997

For questions about score reports, registration, etc., contact: American College Testing, ACT, P.O. Box 168, Iowa City, IA 52243; or phone (319) 337-1000.

MATERIALS AVAILABLE TO HELP PREPARE STUDENTS FOR THE ACT (TACD)		✓ to order
• *The ACT Assessment User Handbook*	Booklet (for educators) No Charge	
• *Content of the Tests of the ACT Assessment*	Brochure (for educators) No Charge	
• *Preparing for the ACT Assessment*	Booklet (for students' use) No Charge	
• *Test Preparation Reference Manual for Teachers and Counselors*	Book, written by ACT, $5.00, available from ACT Ordering information will be sent	
• *Official Guide to the ACT Assessment*	Book, written by ACT, $12.95, available from bookstores Ordering information will be sent	
• *Prepare Your Students*	Workbooks/Computer Software developed by NASSP and endorsed by ACT Ordering information will be sent	
• Retired ACT Assessment Tests	Sample tests (for use with students) Ordering information will be sent	
• *Time to ACT*	35-minute full-color film or videotape, available from ACT Ordering information will be sent	

To order, print clearly your name and school mailing address in the space provided below. This will be your mailing label.

Name:_____

Title:_____

School:_____

Address:_____

City:_____State: _____Zip:_____

Mail to:

Barbara Prigmore
Secretary
ACT Southwest Region
8303 MoPac, Suite 228
Austin, TX. 78759

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√ Checklist For College Planning

WHEN TO BEGIN	WHAT TO DO	HOW TO DO IT
☐ Freshman and sophomore years	**Become familiar with college entrance requirements.** Do colleges differ in course requirements? Which courses in your high school curriculum satisfy college requirements?	Work with parents, teachers, and counselors, to create a four-year high school curriculum plan to satisfy your goals.
☐ September-March of junior year	**Think about your reasons for going to college.** What are your goals? What learning opportunities are most important? Do your college plans include career plans?	Talk with your parents, counselor, teacher, and friends.
☐ January-March of junior year	**Identify important factors in choosing a college.** Two-year or four-year? Location? Cost? Kind of atmosphere? Variety of study programs available?	Focus on your goals and career interests. Consult college guidebooks.
☐ March-August of junior year	**List colleges you are considering and collect information.** Have you included all possible choices? What information do you need? How can you get it?	Read, discuss, listen, and visit colleges. Attend college fairs and college night programs in your area. Take appropriate college admissions test.
☐ August-December of senior year	**Compare the colleges on your list.** Have you weighed pros and cons carefully? Which colleges will meet your needs?	Continue visiting colleges. Organize information into detailed, useful comparisons.
☐ August-November of senior year	**Apply to your "choice" colleges.** Do you have all the necessary forms? Are you sure of the application deadlines?	Obtain application forms. Observe deadlines. Submit transcript and test scores.
☐ November-February of senior year	**Apply for financial aid.** Have you investigated all possible sources of aid? When should you apply?	Consult financial aid office. Secure forms and note deadlines.
☐ November-April of senior year	**Make some final decisions.** What additional preparation might be helpful? Do you feel comfortable with your final choice?	Confer with parents and counselors. Confirm your decision, and decline other admission offers. Show initiative.

ACT **A COMPLETE GUIDE TO CHOOSING A COLLEGE** **ACT**

The **College Planning/SearchBook** - a guide, workbook, and directory for students and parents. It contains the latest information about more than 3,000 public and private colleges, as well as an index of majors available at colleges, checklists, exercises, and worksheets for organizing thoughts and activities throughout the college planning process.

To order the *College Planning/Search Book*, send a $6 check or money order (payable to ACT) with your name and address to: College Planning/Search Book, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243.

UNIVERSITY-BASED ACT PREPARATION PROGRAMS

Many of the universities and colleges in Oklahoma offer ACT preparation courses. Some examples are provided here to give you an idea of different programs available to students across Oklahoma. A directory of universities and colleges can be found on pages 65-68 to assist you in acquiring information.

SATURDAYS AT THE UNIVERSITY OF OKLAHOMA ACT EXAMINATION REVIEW

Precollegiate Programs at the University of Oklahoma has developed an intensive review course for students planning to take the enhanced ACT assessment. The ACT Review at OU will:

- Motivate you to do well on the ACT assessment;
- Explain how to use your time effectively, understand directions, read the questions, respond to the questions, review your answers, mark the answer sheet, and prepare for the day of the assessment;
- Suggest strategies that are particular to the types of questions contained in each of the ACT tests;
- Integrate lectures/practice tests to review content, specific topics and the types of questions in the mathematics, English grammar/usage, reading comprehension, and scientific reasoning parts of the assessment;
- Provide an overview of the testing procedures, including verbal directions that are very similar to those used on test day.

The faculty consists of high school teachers who hold graduate degrees and have a number of years of teaching experience. The instructors have conducted workshops all over the state for teachers and counselors interested in preparing their students for standardized testing.

Reviews are conducted eight Saturdays a year from 9:00 a.m. to 4:00 p.m. at a cost of forty-five ($45) dollars including all materials and refreshments. Lunch is not included. For additional information contact:

The University of Oklahoma
Precollegiate Programs
1700 Asp Avenue
Norman, OK 73037-0001
(405) 325-6897

OKLAHOMA STATE UNIVERSITY
ARTS AND SCIENCES TELECONFERENCING SERVICE

GETTING READY FOR THE ACT

This is a live and interactive satellite-delivered program sponsored by ACT, American College Testing.

The *Getting Ready for the ACT* program includes three elements:

1. An **introductory videotape** on good test preparation practices, an overview of the ACT test, and a discussion of why students should take the test;
2. A **practice ACT test**; and
3. Four live and interactive, **satellite-delivered broadcasts** that focus on the four parts of the ACT test.

Program presenters include expert staff and consultants from ACT. Toll-free telephone lines are available during and after the live broadcasts for students to call the presenters and ask questions.

Because the best preparation for the ACT test is active participation in a comprehensive core-curriculum in high school, the *Getting Ready for the ACT* program cannot serve as an exercise in learning new content, a "cramming" exercise, or tutoring. The program will allow students to:

- Explore general principles of effective test-taking;
- Learn the structure and format of the ACT test;
- Learn the ACT testing procedures that they must follow;
- Take a practice ACT test; and
- Call the ACT experts via toll-free telephone lines to ask both general and specific questions about the ACT exam.

Four programs of one hour each air on consecutive days in October. For information on future programs, cost or copies of the current videotape contact:

Cathy Shuffield
ASTS/Oklahoma State University
401 Life Sciences East
Stillwater, OK 74078

Phone: 1-800-452-ASTS Fax: (405) 744-7201

ROSE STATE COLLEGE
ACT PREPARATION CLASSES

These classes -- scheduled several times during the academic year -- are held at the Tom Steed Center for Career Development on the campus of Rose State College in Midwest City, Oklahoma. Designed to assist high school students in preparing for the ACT examination, these classes are open to anyone who is planning on taking the ACT.

Rationale: Preparation for the ACT helps ensure a more accurate measure of what a student is able to do with what he/she has learned over the years of his/her high school study.

Objectives: This class is designed to prepare students for the ACT through familiarizing them with the test format and with test-taking techniques.

Methods: This class reviews the academic disciplines and mechanics covered by the ACT. The academic areas reviewed include English, math, reading, and science reasoning. In addition, sample tests are administered. Test-taking techniques and general information about the ACT are also covered.

Materials: Numerous working papers and sample tests, information obtained from the American College Testing Program, and Barron's How to Prepare for the ACT.

These classes are taught by a master teacher from 6:00 p.m. to 9:00 p.m. at a cost of $20 per student for the four evening sessions and are offered in advance of national ACT testing dates. Total instruction time is twelve hours. For enrollment information, contact:

Dr. Dale Frederickson
Continuing Education
Rose State College
6420 Southeast 15th Street
Midwest City, OK 73110

(405) 773-7392

OKLAHOMA COMPREHENSIVE, REGIONAL AND SENIOR STATE UNIVERSITIES

University of Oklahoma
407 West Boyd
Norman, OK 73019-0520
(405) 325-2151

College of Osteopathic Medicine
1111 West 17th Street
Tulsa, OK 74107-1898
(918) 582-1972

University of Central Oklahoma
100 North University Drive
Edmond, OK 73034-0120
(405) 341-2980

Cameron University
2800 Southwest "C" Avenue
Lawton, OK 73505-6377
(405) 581-2200

Langston University
P.O. Box 907
Langston, OK 73050-0907
(405) 466-2231

Northwestern Oklahoma State Univ.
709 Oklahoma Boulevard
Alva, OK 73717-9898
(405) 327-1700 ext. 213

Southeastern Oklahoma State Univ.
Station A
Durant, OK 74701-0609
(405) 924-0121

University of Science and Arts
of Oklahoma
P.O. Box 82345
Chickasha, OK 73018-0001
(405) 224-3140 ext. 204

Oklahoma State University
104 Whitehurst Hall
Stillwater, OK 74078-0999
(405) 744-6858

Oklahoma State University
Technical Branch
900 North Portland
Oklahoma City, OK 73107-6187
(405) 947-4421

Oklahoma State University
Technical Branch: Okmulgee
1801 East 4th Street
Okmulgee, OK 74447-3998
(918) 756-6211

East Central University
1100 East 14th Street
Ada, OK 74820-6899
(405) 332-8000

Northeastern State University
600 North Grand Avenue
Tahlequah, OK 74464-7099
(918) 456-5511

Oklahoma Panhandle State University
Rural Route 1, Box 40
Goodwell OK 73939-9728
(405) 349-2611

Southwestern Oklahoma State Univ.
100 Campus Drive
Weatherford, OK 73096-3098
(405) 772-6611

OKLAHOMA PRIVATE UNIVERSITIES AND COLLEGES

Bartlesville Wesleyan College
2201 Silver Lake Road
Bartlesville, OK 74006-6299
(918) 333-6151

Flaming Rainbow University
419 North Second Street
Stilwell, OK 74960
(918) 696-3644

Mid-America Bible College
3500 Southwest 119th Street
Oklahoma City, OK 73170-9797
(405) 691-3800

Oklahoma Baptist University
500 West University Drive
Shawnee, OK 74801-2590
(405) 275-2850

Oklahoma Christian University
of Science and Arts
P.O. Box 11000
Oklahoma City, OK 73136-1100
(405) 425-5055

Oklahoma City University
2501 North Blackwelder
Oklahoma City, OK 73106-1402
(405) 521-5000

Oklahoma Missionary Baptist College
Institute and Seminary
817 South 9
Marlow, OK 73055-0071
(405) 658-5446

Oral Roberts University
7777 South Lewis Avenue
Tulsa, OK 74171-0999
(918) 495-6161

Phillips University
100 South University Avenue
Enid, OK 73701-6439
(405) 237-4433

Southern Nazarene University
6729 Northwest 39th Expressway
Bethany, OK 73008-2694
(405) 491-6324

Southwestern College of Christian
Ministries
P.O. Box 340
Bethany, OK 73008-0340
(405) 789-7661

University of Tulsa
600 South College Avenue
Tulsa, OK 74104-3189
(918) 631-2000

OKLAHOMA JUNIOR COLLEGES

Carl Albert State College
1507 South McKenna
Poteau, OK 74953-5208
(918) 647-8660 ext. 237

Eastern Oklahoma State College
1301 West Main
Wilburton, OK 74578-4999
(918) 465-2361

Northeastern Oklahoma A & M College
200 "I" Street, Northeast
Miami, OK 74354-6499
(918) 542-8441

Oklahoma City Community College
7777 South May Avenue
Oklahoma City, OK 73159-4499
(405) 682-1611

Rogers State College
1720 West Will Rogers Blvd.
Will Rogers & College Hill
Claremore, OK 74017-2099
(918) 341-7510 ext. 301

Seminole Junior College
P.O. Box 351
Seminole, OK 74868-0351
(405) 382-9950

University Center at Tulsa
700 North Greenwood Avenue
Tulsa, OK 74106-0700
(918) 586-0706

Connors State College
Box 1000
Warner, OK 74469-0389
(918) 463-2931 ext. 241

Murray State College
1100 South Murray Street
Tishomingo, OK 73460-3130
(405) 371-2371

Northern Oklahoma College
P.O. Box 310
Tonkawa, OK 74653-0310
(405) 628-2581

Redlands Community College
P.O. Box 370
El Reno, OK 73036-0370
(405) 262-2552 ext. 221

Rose State College
6420 Southeast 15th Street
Midwest City, OK 73110-2799
(405) 733-7311

Tulsa Junior College
6111 East Skelly Drive, #200
Tulsa, OK 74135-6198
(918) 622-5100

Western Oklahoma State College
2801 North Main
Altus, OK 73521-1397
(405) 477-2000

OKLAHOMA PRIVATE JUNIOR COLLEGES

Bacone College
99 Bacone Road
Muskogee, OK 74403-1599
(918) 683-4581, ext. 340

Hillsdale Free Will Baptist College
P.O. Box 7208
Moore, OK 73153-1208
(405) 794-6661, ext. 202

Oklahoma Junior College
7370 East 71
Tulsa, OK 74133-2801
(918) 459-0200

St. Gregory's College
1900 West MacArthur Drive
Shawnee, OK 74801-2499
(405) 273-9870

SCHOOL-BASED ACT PREPARATION PROGRAMS

Realizing how important it is for their high school juniors and seniors to make the best scores possible on their ACT Assessments, many Oklahoma schools and school districts have developed or are in the process of developing programs to assist students in preparing to take this exam. These programs tend to vary from school to school, but all are designed to help students take responsibility for getting themselves prepared.

Some examples of school-based ACT preparation programs currently in operation in Oklahoma are provided here for the benefit of schools/school districts currently contemplating the implementation of some pre-ACT initiatives.

NORMAN HIGH SCHOOL

Norman High school currently has three major preparation components available for its students who are preparing to take the ACT:

1. The high school and college room has ACT reference materials available for students to consult. In addition, students on an individual basis can check out practice ACT and SAT tests.

2. Students can attend the "Saturdays at OU: ACT Examination Review" program at the University of Oklahoma. This is a one-day Saturday review offered in advance of each national ACT testing date. The cost is $45 per student.

3. Two ACT preparation programs are offered in advance of the October and April national ACT testing dates. Each program consists of three sessions from 6:00 p.m. to 9:00 p.m. The program cost is $30 for each student.

The instructors are high school teachers who hold graduate degrees and have a number of years of teaching experience. The instructors have conducted workshops all over the state for teachers and counselors interested in preparing their students for standardized testing.

For more information, contact Ms. Lynn Chesley at Norman High School, 911 West Main, Norman, Ok 73069; (405) 366-5812.

MILLWOOD PUBLIC SCHOOLS

Preparation to take tests represents an essential part of the Millwood testing approach which is designed to improve student test scores on standardized tests. These preparations include short-term activities ranging from general emotional adjustment to very specific mechanical adaptations. A conscious awareness, willingness, and ability to accomplish these preparations on the part of the student is an essential aspect of test wiseness.

In preparing to take standardized tests (i.e., the ACT, PSAT, SAT, or ITBS), the student should develop a clear understanding of the positive effects of test wiseness on their test results. In addition, the student should also be aware of unwanted factors which tend to lower test scores, rather than to raise them.

Millwood Public School's testing approach has major preparation components available to its students who are preparing to take the ACT, PSAT, SAT, and ITBS. Some of these components include:

1. Developing students' perspective on testing and test taking is an essential part of test wiseness. It is the student's perspective which serves to frame his or her thought and actions. This perspective includes the ability to recognize the real values and importance of the test involved and a knowledge of the potential consequences -- both positive and negative -- of taking that particular test.
2. Millwood Public Schools has a counseling/testing resource center for its students, teachers, and parents. Sample tests, preparation books, and other resources are available to individual students and teachers.
3. Millwood students receive classroom instruction on test-taking skills as an integral part of their academic work. Seminars on specific tests can be arranged on an "as-needed" basis. When such seminars are scheduled, student participants pay fees to cover the costs.
4. Millwood's counseling department provides instructions to students on a variety of topics. In addition, instructions are provided to students on how to review and study for achievement tests. Students are encouraged to carefully schedule ample time for study over several weeks in advance of taking a particular achievement test. They are cautioned that short-term cramming for tests of this nature is generally of little value.

For more information, contact Ellen Bradley or Rosie Craft at the Millwood Counseling Department, 6714 Martin Luther King Avenue, Oklahoma City, OK 73111; (405) 478-0540.

OKLAHOMA INDIAN TRIBAL HIGHER EDUCATION OFFICES

This tribal directory is included as a resource to provide Indian students, parents and school counselors with easy access to tribal higher education offices. These offices should be able to assist Indian students from their tribe in acquiring grants and financial aid for continued education after high school. Apply early and ask if any ACT preparatory courses are offered.

Absentee Shawnee Tribe
2025 S. Gordon Cooper Drive
Shawnee, OK 74801
(405) 275-4030

Apache Tribe
P.O. Box 1220
Anadarko, OK 73005
(405) 247-9493

Caddo Tribe
P.O. Box 487
Binger, OK 73009
(405) 656-2344

Cherokee Nation
P.O. Box 948
Tahlequah, OK 74465
(918) 456-0671

Cheyenne-Arapaho Tribe
P.O. Box 38
Concho, OK 73022
(405) 262-0345

Chickasaw Nation
P.O. Box 1548
Ada, OK 74821-1548
(405) 436-2603

Choctaw Nation
P.O. Drawer 1210
Durant, OK 74701
(405) 924-8280

Citizen Band of Potawatomi
1901 S. Gordon Cooper Drive
Shawnee, OK 74801
(405) 275-3125

Comanche Tribe
P.O. Box 908
Lawton, OK 73502
(405) 492-4987

Delaware Tribe of East Oklahoma
108 South Seneca
Bartlesville, OK 74003
(918) 336-5272

Delaware Tribe of West Oklahoma
P.O. Box 825
Anadarko, OK 73005
(405) 247-2448

Ft. Sill Apache Tribe
Route 2, Box 121
Apache, OK 73006
(405) 588-2298

OKLAHOMA INDIAN TRIBAL HIGHER EDUCATION OFFICES
(continued)

Iowa Tribe of Oklahoma
P.O. Box 190, Iowa Vet Hall
Perkins, OK 74059
(405) 547-2403

Kaw Tribe of Oklahoma
P.O. Box 50
Kaw City, OK 74641
(405) 269-2552

Kickapoo Tribe
P.O. Box 70
McLoud, OK 74851
(405) 964-2075

Kiowa Tribe
P.O. Box 369
Carnegie, OK 73015
(405) 654-2300

Loyal Shawnee Tribe
P.O. Box 369
Jay, OK 74346
(918) 253-4219

Muscogee (Creek) Nation
P.O. Box 580
Okmulgee, OK 74447
(918) 756-8700

Otoe-Missouria Tribe
P.O. Box 68
Red Rock, OK 74651
(405) 723-4434

Ottawa Tribe
P.O. Box 110
Miami, OK 74355
(918) 540-1536

Ponca Tribe
Box 2, White Eagle
Ponca City, OK 74601
(405) 762-8104

Sac and Fox Nation
Route 2, Box 246
Stroud, OK 74079
(918) 968-3526

Seminole Nation
P.O. Box 1498
Wewoka, OK 74884
(405) 257-6287

Tonkawa Tribe
P.O. Box 70
Tonkawa, OK 74653
(405) 628-2561

United Keetoowah Band of Cherokees
2450 South Muskogee
Tahlequah, OK 74464
(918) 456-5491

Wichita Tribe
P.O. Box 729
Anadarko, OK 73005
(405) 247-2425

Yuchi Tribal Organization, Inc.
P. O. Box 1990
Sapulpa, OK 74066
(918) 227-3898

Bureau of Indian Affairs
Oklahoma Education Office
4149 Highline Boulevard, Suite 380
Oklahoma City, OK 73108
(405) 945-6051

Higher education funds for the following nine (9) tribes are administered out of the Bureau of Indian Affairs Office in Oklahoma City:

Eastern Shawnee Tribe
P.O. Box 350
Seneca, MO 64865
(918) 666-2435

Miami Tribe
P.O. Box 1326
Miami, OK 74355
(918) 542-1445

Modoc Tribe
515 G Street, S.E.
Miami, OK 74354
(918) 542-1190

Osage Nation
c/o Osage Indian Agency
Administration Building
Pawhuska, OK 74056
(918) 287-2496

Pawnee Tribe
P.O. Box 470
Pawnee, OK 74058
(918) 762-3621

Peoria Tribe
P.O. Box 1527
Miami, OK 74355
(918) 540-2535

Quapaw Tribe
P.O. Box 765
Quapaw, OK 74363
(918) 542-1853

Seneca-Cayuga Tribe
P.O. Box 1283
Miami, OK 74355
(918) 542-6609

Wyandotte Tribe
P.O. Box 250
Wyandotte, OK 74370
(918) 678-2297

GOT YOUR ACT TOGETHER

Yes!

I've taken my core curriculum courses...

I've taken my ACT Assessment...

I've applied for college admission...

I've applied for scholarships and financial aid...

I'm on schedule to graduate from high school...